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This document contains 21 addresses, case studies, and other conference presentations, most of them by representatives of the state departments of education and state universities in New Mexico, Oklahoma, Arizona, Colorado, Arkansas, and Texas: "Measuring Educational Progress"; "Teacher Aides--Who Needs 'Em?"; "Training of Auxiliaries and Professionals Together for Effective Team Functioning"; "The New Careers Movement--Challenge to Education"; "Arkansas' Aide-Teacher Inservice Training Approach"; "Suggested Guidelines for Supplementary Educational Personnel with Emphasis on the Relationship of Teacher and Aides in Adult Basic Education"; "Guadalupe on the Move"; "Training of Teacher Aides To Suit the Needs of Schools"; "Programed Tutoring with Teacher Aides"; "Preparing Trainers of Teacher Aides"; "The Use of Counselor Aides for Urban Areas or Inner-City Schools--from the Pilot Projects of the Roosevelt School, Phoenix"; "The Use of Volunteers in School Districts"; "The Use of Aides in Navajo Area Schools"; "Media Center Aides in Support of Instruction, Oklahoma City Public Schools"; "Attracting and Qualifying Personnel To Meet Critical Manpower Needs in Colorado"; "Teacher Aides in Action"; "The 30-Hour Program on the Training Session for Teacher Aides Conducted by the University of Arkansas"; "Training of Indian-Speaking Aides for the Head Start Program"; "Teacher Aide Training at a Local Level." (JS)

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PROCEEDINGS
# of the
Conference on
The Use and Role of Teacher Aides

February 10-11, 1969

Southwestern Cooperative Educational Laboratory, Inc.
117 Richmond Drive, N. E.
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Introduction

Teacher Aides, supplementary personnel, auxiliaries -- call them what you will -- rapidly are becoming a positive moving force in contemporary American education. Once initial resistance and misunderstanding are cleared away as to the niche of the paraprofessional, he is quickly assimiliated into the educational scene as if he always belonged; and rightly so! In fact, at the Conference on the Use and Role of Teacher Aides which these Proceedings report in detail, we overheard one conferee ask another, "You mean not every school has them?".

Because the Southwestern Cooperative Educational Laboratory -- and the host of cooperating state departments of education and professional associations in New Mexico, Oklahoma, Arizona, Colorado, and Arkansas -- firmly and fervently believe that indeed "every school ought to have them" this conference was held with an aim toward acquainting working schoolmen with the correct utilization of these urgently needed individuals.

It was not the intent of the conference to advance the notion that aides will be introduced into the educational scheme of things merely to perpetuate what has gone on for the past 100 years, but rather to provide a vehicle and viable tool for improving education. The heart of the rationale is that the teacher urgently needs auxiliary and support personnel working with him to provide a wider range of services to the students. It is obvious that the need for different staffing patterns will manifest itself and will demand attention, but that was not the purpose of the conference nor of these Proceedings.

A hugh vote of thanks is due all the cooperating agencies and organizations which did so much to make the conference a reality. However, to be especially singled out is the Bureau of Educational Personnel Development of the U. S. Office of Education, and its most able head, Dr. Don Davies, without whose inspiration and leadership this conference would never have seen the light of day.

Sincere thanks and appreciation are extended, too, to Dr. Garda Bowman of the Bank Street College of Education, and to Dean Richard E. Lawrence of the College of Education of the University of New Mexico for the powerful messages and leadership provided.

The Laboratory and the conference planners are indebted also to the many, many individuals who made presentations and case studies. As always, it is this person who provides the real backbone for any symposium of this type. We deeply regret that a relative handful of presentations are not included in these Proceedings due to the express fact that the remarks were keyed so closely to slide and/or video tape presentations so as to permit any literal or accurate transcription. Specifically, the presentations omitted for these reasons were "Visual Aides from the Land of the Giants," by Mrs. Kenneth Martin, Teacher, and Mrs. Manuel Gonzales, Aide, of the Mangum, Oklahoma, Public Schools; "The Three Roles of Paraprofessionals," by C. D. Henry, Director of Curriculum and Special Projects, of the San Angelo, Texas, Public Schools; and "Experiences of a Former Teacher Aide," by Clay Shouse of the Greeley, Colorado, School District. It is suggested that the reader may wish to contact these individuals directly for loan of their presentations should the topics indicated be of specific interest.

James L. Olivero
Director

TABLE OF CONTENTS

	Page No.
Measuring Educational Progress by Dr. Don Davies, Associate Commissioner for Educational Personnel Development, U. S. Office of Education, Washington, D. C.	1
Teacher Aides -- Who Needs 'Em? by Dr. James L. Olivero, Director, Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico	12
Training of Auxiliaries and Professionals Together for Effective Team Functioning by Dr. Garda W. Bowman, Program Analyst, Bank Street College of Education, New York	20
The New Careers Movement -- Challenge to Education by Dr. Richard E. Lawrence, Dean, College of Education, University of New Mexico	24
Arkansas' Aide-Teacher In-Service Training Approach by Leon L. Wilson, Director of Evaluation, Research and In-Service Training, Arkansas Department of Education	42
Suggested Guidelines for Supplementary Educational Personnel with Emphasis on the Relationship of Teacher and Aides in Adult Basic Education by Dr. E. Roby Leighton, Director, Division of Adult Education, Arizona Department of Public Instruction	47
Guadalupe on the Move by Sister Rosalina Baldonado, IHM, Principal, Our Lady of Guadalupe School, Flagstaff, Arizona	51
Training of Teacher Aides to Suit the Needs of Schools by Augusto Guerra, Region 1 Education Service Center, Edinburg, Texas	56
Programed Tutoring with Teacher Aides by Virginia R. L. Plunkett, Consultant, Title I ESEA, Colorado Department of Education	61
Preparing Trainers of Teacher Aides by Dr. Jack O. L. Saunders, Dean, College of Education, New Mexico State University	65
The Use of Counselor Aides for Urban Areas or Inner-City Schools -- from the Pilot Projects of the Roosevelt School, Phoenix by Clifford J. Stallings, Arizona Department of Public Instruction	75

Page No.

Speech Aides in Colorado 78
by Virginia R. L. Plunkett, Consultant, Title I ESEA, Colorado Department of Education

A Teaching Experience Program 85
by W. M. Holm, Assistant Superintendent, Odessa Public Schools, Texas

The Use of Volunteers in School Districts 97
by Dr. Patrick Lynch, Director, and Joan Mortimer, Educational Service Center, Albuquerque, New Mexico

The Use of Aides in Navajo Area Schools 101
by Faralie Spell, Chief, Branch of Curriculum and Instruction, BIA, Navajo Area Office, Window Rock, Arizona

Media Center Aides in Support of Instruction, Oklahoma City Public Schools 112
by Sam Gentry, Teacher Consultant, Oklahoma City Public Schools

Attracting and Qualifying Personnel to Meet Critical Manpower Needs in Colorado 116
by Virginia R. L. Plunkett, Consultant, Title I ESEA, Colorado Department of Education

Teacher Aides in Action 124
by Ben Stephens, Director of Title III, Fayetteville School District, Arkansas
and
The 30-Hour Program on the Training Session for Teacher Aides Conducted by the University of Arkansas
by Dr. Robert Cornish, Professor of Elementary Education, University of Arkansas

Training of Indian-Speaking Aides for the Head Start Program 127
by Dr. Norma Richardson, Director of Teacher Training, Community Action Program, Arizona State University

Teacher Aide Training at a Local Level 129
by Gilbert Archuletta, Language Arts Consultant, Taos Municipal Schools, and Gilbert Ortiz, Director of Migrant Education, Taos, New Mexico

MEASURING EDUCATIONAL PROGRESS

By Dr. Don Davies
Associate Commissioner for Educational
Personnel Development
U.S. Office of Education

I am impressed that so many of you are here and that so many of you are concerned with the concept of teacher aides. I can't think of another development in American education in the last 50 years that has taken hold so quickly and so pervasively. It has moved with much greater speed than most ideas in education. This speed is most gratifying, but it has also created some problems.

Ever since we first started talking about the introduction of teacher aides, I felt the idea could have a positive and profound impact on American education. I felt it could lead to a healthy reexamination of the roles of all teachers and other personnel in the schools. It seemed to me the concept also could contribute to developing a more flexible and sensible way of utilizing time and talent in the classroom, and that it had a considerable potential for changing and enriching and improving the curriculum.

Introducing aides into the schools can do all of these things, but it is also possible to introduce aides and find that nothing much happens.

Teachers can go on much as before, and the lives of the children will be untouched. You can introduce aides into the schools to help teach content that shouldn't be taught in the first place. You can introduce aides in the schools, and the classroom can remain a dull, lifeless, and stifling place. You can introduce aides in the schools, and the roles of teachers and administrators can remain largely unchanged.

My point is that the introduction of aides can have a negative or positive or neutral impact. There is nothing magic about the idea. It is no guaranteed solution to any problem.

This conference offers an opportunity to talk about the details of teacher aides, their training, and utilization. I would like to suggest that at the outset it is more important to ask what contributions the teacher aide idea can make toward meeting the needs of American education.

I would suggest that there are three needs to which the introduction of teacher aides can and should make a difference. These are needs that must be met if American schools are to serve the society in coping with its most pressing problems -- poverty, racism, violence, the alienation of large numbers of our young people from institutions and prevailing values. I can sum them up in three infinitives -- to equalize, to individualize, and to humanize.

In the last decade we have made some measurable and specific progress toward equalizing educational opportunity for youngsters coming into our school systems. The data are not very hard and they're not very specific, but I think most of us can feel and see some signs of progress. I hope most of us can see and feel the positive impact of some of the Federal programs -- Head Start, the Teacher Corps, Title I of the Elementary and Secondary Education Act, and others. It seems that there is a growing willingness on the part of educators to confront our own inadequacies and the failures of our own system, and begin to seek constructive solutions.

Of course, it is obvious that we've only made a fair beginning. Poverty, hunger, and malnutrition, and racial discrimination are still burdens that hundreds of thousands of youngsters carry with them into their first educational experience and, in most cases, carry with them through the rest of their lives. Most poverty area schools, both rural and urban, are still inadequate in terms of facilities, curriculum, teachers, etc. But there is one point about the move to equalize education that I would like to leave with you today. I don't think we will ever equalize American education unless we are willing to support and develop a pluralistic school that accepts, encourages, and values differences in culture and language.

The melting pot theory has been dominant in American education at least for the last 200 years. That theory is the reason teachers in Indian schools punish Indian children for using their own language. The melting pot theory is why administrators and teachers in schools in the Southwest penalize those youngsters who are detected using Spanish instead of English. The melting pot theory is, at least in part, responsible for the fact that our textbooks and curriculum say very little about the history and culture and art and music of Africa.

Teddy Roosevelt, a great American hero and president, expressed this theory vigorously and often. What he said over and over again was something like this: This is the greatest country in the world. We are glad to have all of you people come here. But if you want to be Americans you have to do it our way, with our language and our culture. And if you don't like it, go back.

As long as teachers and schools accept this kind of chauvinism we can never really equalize educational opportunity no matter how many billions of dollars are poured into compensatory education programs. Billions of dollars simply cannot overcome the attitudes and the feelings of teachers and administrators that cultures and languages and values different from their own are inferior, rather than merely different. The reassuring larger tendency, I submit, does exist toward equalizing educational opportunities.

The second great need in education today is to individualize learning. The importance of individual differences has been an important part of the mythology in education for a century; we've talked about it and written about it almost endlessly. Rhetoric about individual differences is with us at every moment, but little of the rhetoric has been translated into the working lives of teachers and children in schools -- very little of it! The large group, the teacher doing all the talking, and the standardized examinations and standardized requirements are still the reality, despite the mythology of "reform."

I think there are some encouraging signs, however, which would support my contention that there is a reassuring tendency here. The developments in educational technology are leading the way, of course. Programmed instruction, the use of the computer in various ways, and other appropriate applications of technology are beginning to make certain kinds of individualizing of instruction possible in classrooms for the first time. In addition to these technological developments, there are significant trends toward new and more flexible ways of organizing time and talent in the school to make possible the kind of individualizing that we've always talked about but have seldom been able to practice.

But, of course, only a beginning has been made. Mass instruction and "teacher talk" still are the predominant characteristics of our system. Our concept of education continues to follow the familiar pattern -- 25 to 50 young people in a class with a teacher in the front of the room, the youngsters listening and writing, and the teacher talking for a good deal of the time. The concept of the self-contained classroom still prevails, along with the very strange notion that it's possible to have 1,500,000 elementary school teachers who are omnicapable and omnivirtuous. The requirements in schools, and of course in colleges, still are largely standardized, and the potential and achievement of youngsters are still measured by standardized tests which have a powerful impact on the lives of the taker, whether or not they have reliability or validity.

Now it's clear to me that the job to be done to support and expedite this tendency toward individualizing education, again is largely a job of changing motivations and attitudes and knowledge and skills of the people who serve education -- the aides, the teachers, the supervisors, the administrators, and all of the rest of us. Individualizing educational experiences requires different concepts and skills from those which the conventional program requires. This clearly is a training problem.

Another great need is to humanize education. In many ways this is the most difficult one to explain. It is also the least developed, the most controversial, and the most vague. Yet unless we make progress toward humanizing the educational process, much of what we do toward individualizing and equalizing education will be washed away.

What do I mean by humanizing? Melvin Tumin, the sociologist from Princeton, described it when he said that the most blatant failure of the schools is the failure to be concerned with goals of education beyond developing limited cognitive skills. Other goals can be named, he says. They include the acquisition of a satisfying self image, a capacity to live with differences, a vital interest and participation as citizens, sound emotional development. To humanize education means to attend to other areas of learning as well as to the cognitive. Another view of what I mean by humanizing education was expressed vividly by Dick Farson of the Western Institute of Behavioral Sciences. He said that we appear to believe that students must be driven to learn by discipline, punishment, competition. We have so long used punitive methods in our teaching -- viewing pain and suffering as an avenue to learning -- that it may now be impossible to accept the idea that learning can be enjoyable, that it should not entail frustration, boredom, punishment, failure, dread, shame, and panic.

Many of you may have seen George Leonard's new book, Education and Ecstasy. He devotes the entire book to a discussion of the need for humanizing education, and urges educators to make education less dull and lifeless and to add joy and vitality to it. In plain English, to humanize education is to begin to treat children and students as human beings. It is just as simple as that. Humanizing education means dedicating the schools to the job of developing human potential rather than to the job of measuring, sorting, weeding out, and grading.

Now teacher aides in the schools can contribute to equalizing, individualizing, and humanizing the educational process as well as to other important goals. To do so, however, aides and the teachers and administrators with whom they work must develop new skills, new attitudes, and new knowledge. In short, we need more effective ways to recruit, train, retrain, and retain the people who serve education. This, of course, is what the Education Professions Development Act is all about.

There are two programs under this legislation which I'd like to mention specifically. The first is a state grant program. This year, approximately $15 million went to state departments of education to make it possible for local school systems to recruit and train people from the community to serve in schools with teachers and teacher aides.

Under this program, money goes from the Office of Education to the state departments of education, and from them directly to local school districts for two purposes. The first of these purposes is to attract into the schools and train (if training is needed) people in the community who are otherwise engaged. Their service in the schools could be on a part-time or full time or temporary or permanent basis. These people might be housewives, artists, scientists, or craftsmen who could be brought into the schools for special purposes. The second part of the state grant program provides that up to one-third of the funds available in any state can be used for the recruitment and training of auxiliary personnel of all kinds, including teacher aides.

The state department of education is obligated to prepare a state plan to submit to the Office of Education for approval. Then the Office of

Education provides the state with funds for these two purposes for use in local school districts. Obviously, this has a significant and direct relationship to your work here.

The second part of the Education Professions Development Act which I want to emphasize has to do with a brand new program that has only recently been announced. I suspect that many of you have not yet heard any details about it at all. It is called the Career Opportunities Program, and has three components. The first is to attract into the schools and provide training for people from low income families. The requirements for participating in this program are as follows: funds will go to the school districts first of all, because that's what the legislation prescribed. The school district wishing to participate would be required to provide a career ladder program for the people from low income families coming into the school system. This means simply that the school district will be required to make it possible for a person to start as a teacher aide or technician and then, with proper and adequate preparation, gain qualifications necessary to become an assistant teacher, or associate teacher, a teacher, a principal, a superintendent, or what have you. At every step of the ladder it would be possible for the person to earn good money working in the school and at the same time take course work toward earning a bachelor's degree, a master's degree, etc. We would hope through this program in the next two years that we will be able to attract and to train approximately 50,000 people from low income families to serve in meaningful and productive jobs in our schools.

The second part of this Career Opportunities Program is similar to the first, except that it is designed for returning veterans -- men or women.

The program has the same dimensions to it. It aims to get returning veterans started in meaningful work in the schools and started on a career ladder which will enable them to go as far up that ladder as they wish or as their abilities permit. The third part of the Career Opportunities Program is an effort to attract talented college graduates who are willing to make a specific commitment to work in schools serving children from low income areas. This is an extension and an adaptation of the Teacher Corps program. The idea is to make it possible to do more of what the Teacher Corps is already doing.

We are in the process now of developing guidelines for this program, and I can tell you that genuine collaboration among colleges and universities, local school systems, and communities will be required. It will be necessary that four year institutions as well as community colleges provide the academic and technical studies needed by the recruits. The colleges will have to reexamine many of their admission requirements in order to make it possible for people from low income families and people from minority groups to get started on their way up the career ladder. We are going to require that participating institutions and school systems make the career ladder approach very clear so that the recruit who enters as a teacher aide actually can see that opportunities are open to him to move up to other jobs that carry more responsibility and more pay.

Under this program, we are not interested in simply finding low level jobs for low income residents and returning veterans without giving them someplace further to go. Neither are we primarily interested in recruiting teacher aides for harrassed teachers. We are interested in opening up career opportunities -- with providing a genuine chance for persons hired as aides or technicians to go as far as their talents and interests and energies will take them.

Here is part of our tentative thinking about the guidlines. Since this program is going to be operated in schools in low income areas, we are going to find specific ways that local school districts and participating colleges can provide the community in those low income areas with adequate and appropriate and continuing participation in the development and the conduct and the evaluation of these programs. What we are saying is that the parents and other residents of the low income communities need to be consulted on the kinds of teachers they want for their children, and the kinds of educational programs they want for them, and the kinds of training teachers and teacher aides need in order to carry out those programs. We are saying that no effective career ladder program in a low income school should exist without the opportunity for the local community to participate in and carry out that program.

Full preservice and in-service training must be provided for the recruit and, perhaps just as importantly, must also be provided for the teachers and the administrators in those schools in which the new career recruits are to be located. One of the most important lessons from the Bank Street study is that training for teacher aides doesn't work very well unless the teacher and administrator who are part of the instructional team are included in the training.

I just have one other point. It's my hope that this new program and all the rest of the Educational Professions Development Act programs will make a significant contribution to the process of revitalizing and reforming the institution of which you are a part -- and the schools and colleges in every part of the country.

Such change is not easy for institutions. One of the most penetrating analysis of the problems and possibilities for institutional change comes from John Gardner, former Secretary of the Department of Health, Education, and Welfare, and a man for whom I have great admiration. Not long ago, Gardner made a speech in which he looked back at the 20th century through the eyes of a 23rd century scholar. In doing so, he made some especially astute observations about our present institutions. He pointed out that they were caught in a savage crossfire between "uncritical lovers" and "unloving critics." On the one side, those who loved their institutions tended to smother them in an embrace of death, loving their rigidities more than their promise, shielding them from life-giving criticism. On the other hand, stood a breed of critics without love, skilled in demolition but untutored in the ways by which human institutions are nurtured and strengthened and made to flourish. Caught between the two forces, the institutions perished.

It is our task to keep that kind of prophecy from coming true in our educational institutions.

TEACHER AIDES -- WHO NEEDS 'EM?

By Dr. James L. Olivero, Director,
Southwestern Cooperative Educational Laboratory, Inc.

We would like to talk about some changes in education that should be happening. We would like to use some of the programs that are going on around the United States as examples to show not what should be happening but rather what is happening.

First of all, we have made some false assumptions about American education. We have said, for example, that all students are capable of attaining equal levels of academic and social achievement. If this were not true, we probably would have far more non-graded programs around the country than we have at the present time; there would be greater efforts to provide individualized instruction. But all students are not able to achieve at equal levels of academic and social achievement.

We have said children are not alike; they obviously differ in ability. If we believe this, why go through the nonsense that we go through in admitting youngsters to first grade? In our area, if you happen to be six years old before November 30, you are admitted. If you happen to be six years old December 1st, you wait until the following September. In Swahililand they admit youngsters to school if they can touch their left clavicle with their right hand. That might be a better measure of maturity than the kind of nonsense we perpetrate.

We have said children learn most effectively by the same methods. We don't believe this, but our secondary school teacher talks 94 percent of the time. The elementary teacher is better, talking only 88 percent of the time. Many college professors talk 134 percent of the time.

We have said that all children have the same needs. Obviously, we don't believe all these things, but in the organization of our schools we have tended to perpetrate these assumptions. Some one has asked how we bring about change. One of the first things we do is help people become aware of the alternatives that are available.

Two hours and twenty-three minutes after the first heart transplant was made in South Africa surgeons at the Mayo Clinic were able to duplicate the operation. Do you know how long it takes to put a good idea into the classroom? Forty-five years! We must utilize the various resources that we have in order to get at some of the problems which confront us. We need to establish a far better communication system. Those schools which are interested in changing through a self-assessment program try to assess the kinds of change that are applicable to them because needs and resources in different places are different.

We hope that schools will begin pilot programs. People go to meetings, take copious notes, go home, and continue to do the same thing. We hope you will do something about the task that needs to be accomplished in your school!

The Ford Foundation invested $23 million in teacher education programs, and you and I know how much change has really come about in the last 30 years in teacher education. We have to find ways to institutionalize and preserve some of the good ideas. Some people, when they talk about institutionalization, talk about the tainted federal dollar. From my point of view, we taint got enough of those funds to get at the job we need to be accomplishing.

We would like to take a few moments to talk about some of the problems and the alternatives that people are using to get answers to the problem. One of the major problems is that of having far too many youngsters for our schools. At the present time we have 62 million youngsters in the schools--and we are talking about individualizing instruction--and we are 172,000 teachers short in our classrooms! One reason we are short is because we have been so involved in what we call the "self-contaminating" classroom, one teacher for every 25 or 26 students. I used to work for an organization which said we could solve all the problems of American education if we reduced class size from 28 to 27, or from some number to another magic number. There are different ways to get at the problem and try to identify the competencies that teachers have and to reward them for them. There are three programs in the country operating at Beaverton, Oregon, Temple City, California, and Kansas City, Missouri, that are finding ways to reward teachers and keep good teachers in the classrooms. It is significant that in education we promote good people away from the classroom. It is also a peculiar situation when we reward people for growing old on the job, as we do on the single salary schedule, and for taking two hours of basket weaving it is called in-service education.

There may be a better way to do the job that needs to be done in terms of rewarding and compensating teachers. If you are not familiar with the Temple City, Beaverton, or Kansas City programs, you may be interested in contacting them. Temple City pays classroom teachers $23,000 to do special kinds of jobs. Any teacher here making $23,000?

The point is that there are different ways to organize schools. I am not going to talk a great deal about individualization of instruction, but we must find time for teachers to plan and analyze the kind of programs they would like to have--that they think they need to have for the youngsters. This whole idea of man's relationship to man, helping one understand himself, as well as his fellow man, is a void in our schools. We have to do a great deal about that, and I am delighted that that happens to be one of the priorities established by the EDPA.

Another major problem in our schools and another reason to have teacher aides is the problem of helping teachers keeping current with new curricular development. Twelve years ago we had something called PSSE physics. Twelve years later we have a brand new physics program. ECCP physics eliminated calculus. How to update teachers is a major problem. We have to find time to get at these problems.

There are a number of real changes taking place in the curriculum. There are a variety of programs around the country making it absolutely necessary for the teacher to keep tuned in with the new curricular offerings. It is very, very difficult as our schools are organized to keep abreast of such developments. How many of you know of teacher education institutions where those who go back for classes listen to college professors who use notes prepared 12 years ago, rather than getting down to some of the relevant needs of the teacher in the classroom? This is a major problem. I am not trying to put the blame at the doorstep of the university. What I am suggesting is that we find ways to establish the necessary communication between the colleges and universities and schools. The job is to establish alternatives to overcome the problems. There are a number of programs in the schools that were not there when you and I went to school--keypunching, sorting, collating. How many of you wrote computer programs when you were in high school? This is happening. We are beginning to see the pendulum swing away from programs designed exclusively for the college bound student. Today we are beginning to see real efforts directed at youngsters who are not going to college. We are finding ways to use carpenters, plumbers, etc. to work with youngsters as teacher aides in such programs.

There are student aide programs in the schools around the country. These programs have identified the potential dropouts, and these potential dropouts are working in elementary schools with teachers and students. They have gone through nine or ten years of school, and have had very few rewarding experiences.

There are a number of new reading programs under way in the schools. The one thing we know about reading is that we don't know how to teach it very well and that we need to do a great deal of research.

Some schools are trying to find ways to reorganize--to become far more relevant than they have been. In the High School Project on Geography, for example, rather than going into who explored what nation, what were the original 13 colonies, what are the imports and exports of Rhodesia, the program is organized so that the youngsters are all actively involved in the development of a city called Portsville. The school uses the city manager and commissioners to help teach the class, and these people became super professional aides, as opposed to paraprofessionals.

We have to find ways in our schools to help teachers analyze the learning problems of students. This requires time and a great deal of assistance. After they have identified the problems, they have to find ways to overcome the learning difficulties that students face.

A school in Decatur, Illinois, has built laboratories where students can work in programs specifically designed to overcome reading problems because there is a great correlation between psychomotor skill and the ability to read. This school finds time for teachers to plan the material that needs to be prepared.

Schools that are individualizing instruction are saying: "Let's stop talking about time being the measurement of achievement. When we have asked people in the past how well they have spoken Spanish, they have said, 'I have had three years.' If we ask how well they type, they would say, 'I have had one semester.' We are trying to find out how well people can perform so that performance, not time, becomes the basis of achievement. This becomes possible when we individualize instruction."

Dr. Davies and I worked in a Japanese school a couple of years ago in a mathematics laboratory. The youngsters in this particular school were set up in carrels. They put on earphones and listened to the instructor via a recording unit on the desk. They worked through their individualized programmed text. One youngster in the front might be on problem number 23, a youngster in the back might be on problem 3,382. One might be working on two plus two; another working on probabilities and statistics. Occasionally the teacher needs to check the understanding. The students dial an answer, providing feedback for the teacher, who has a computer like theirs. He could tell immediately how much the student missed, which question, and what the correct answer should have been. That teacher, via the computer, can provide up to 9,990 lines of feedback immediately to the students. That is a little different than picking up the papers on Monday morning and handing them back Friday afternoon. A great deal can be done by technological aides.

There are many other changes coming in American education. There are suggestions we ought to have different ways to organize the professional staff. One school is working it so they can meet with a relatively large group of people for short periods of time. If they are going to present some information, they never meet for longer than 25-28 minutes. They say these people know enough to have to opportunity to put into other frames of reference the ideas we are trying to develop. They work in school groups, giving the youngsters the opportunity to interchange ideas with each other. This requires a far different role than the role we have known in the past as far as teachers are concerned. The same school says that we can use a lot of aides to work on laboratory activities, for which they have extended the period to a day, rather than having youngsters go through 50 minutes where they dress and undress while the bell rings. They have extended the period to a school day and use both student aides and teacher aides.

Every school ought to have independent study in school when youngsters have independent study developing responsibility, giving the teacher an opportunity to escape from youngsters and plan. Some elementary teachers have no time away from students, which makes it almost impossible to get around to the diagnosis of individual learning problems.

We could talk a great deal about the need to have aides in the school, but we have tried to reflect very quickly some of the problems and changes that are coming about in American education. We hope the experience you have here in the next half day or so will help to provide some idea of changes that might be made in your classrooms.

TRAINING OF AUXILIARIES AND PROFESSIONALS TOGETHER FOR EFFECTIVE TEAM FUNCTIONING

By Dr. Garda W. Bowman
Program Analyst
Bank Street College of Education

One of the things that makes me feel this conference is unusual is that you are really applying the three infinitives outlined by Dr. Davies because you have equalized, individualized, and humanized the program for all of us. I believe each of us feels an equal share in helping to set the goals through our group conferences. Each of us can get out of it what he needs for his own program, and each of us has a new sense of the humanistic approach to education, the affective and not just the cognitive learnings; and this goes not for the students in the schools, not for children and youth alone, but for the adults as well. In the training materials that Dr. Davies asked the Bank Street College to prepare for EDDA, we have tried to emphasize this humanism, this affective training of not aides separately over here and teachers and administrators separately over there; but together. This "we" idea was one of the big gaps in the field and so we have tried, in our rather hasty seven months' project, to fill some of those gaps.

The film you are about to see is one of a series of materials that Bank Street has developed: a bibliography, a directory of materials of institutions of higher learning which have programs for auxiliary personnel, the training guide, the pamphlets and discussion guides for the film, and other audio-visual aids. All these written materials are directed at trainers, and they do toss around a lot of jargon. But the audio-visual aids are materials that the trainers can use in working with the trainees, both aides and auxiliaries, and we have tried to minimize moralizing or pointing up what we were trying to say in our narration, hoping that the actual experience could work for itself.

We followed cinema verite approach in making the film, film clips, and film strips, which means there was no script, no structuring. We went first to visit the communities and saw the kinds of team operation that we hoped to catch on camera. When we went back, we said, "Just be yourselves and let us try to pick up what we can." In that we were most fortunate in having a camera crew that was sensitive to the subtleties that we were trying to find. One of our very important people in that respect is from Santa Fe, Carroll Williams, who was our sound man. Carroll lets the children and the teachers and the administrators feel his equipment and try it out. The children looked through the camera lens and really got used to the camera. There were no extra lights. We have eleven hours of footage, some of which we hope to transform into film clips. These will be brief presentations of a single issue, which we hope will evoke discussion.

I have two film clips and a film strip which give in some depth how an aide viewed her own work in a school in Nashville, Tennessee. These we will show you later.

Most conferences about education today start with a lot of people saying how utterly lousy education is, and I agree. There is much that needs to be changed, but the difference is that Dr. Davies represents a new dynamism in which he is saying, "Yes, but there is something we can do about it," and the thing we believe we can do about it is to develop not just teachers who know how to utilize aides, but rather teachers and aides who known how to work together as a cohesive and effective team in meeting the learning needs of children and youth. We have tried to illustrate in our film some of these teams that are really working at it in various communities throughout the country, and also how they analyze their experience to try to keep it an evolving process, ever improving their own capabilities and looking at themselves as learners, not just the children as learners.

I would like to mention a few of the concepts of team training which the Bank Street College has tried to instill in its training programs.

We feel it is so tremendously important for both the teachers and the auxiliaries to have a sense of commitment, not only to the program for children, but also a commitment to learning themselves. You will note that the Mexican American aide in Tucson said at one time, "I would walk five miles, if necessary. It meant so much to me to have Johnnie look up a word in the dictionary." Her eye was always on the ultimate goal, not just on her role. And I think it is rather interesting, as we talk about self-understanding and self-awareness, that the aide in Huntsville was free to admit how completely at sea whe felt at first, that she was willing to seek help, and that the teacher was able to help her. And the combination of a black teacher and a white aide was a good example for the children that status isn't always accompanied by a white skin. Another thing which is tremendously important to us is experiential learning, the opportunity to practice in a nonthreatening situation, to analyze what you have done, to try again until the goal of the program becomes more important than role prerogatives and ego satisfactions. I think one of the most impressive lines in the film was the teacher in Macon County, when asked who goes first when a child needs help, replied, "It doesn't matter who goes first. We all make a try at it." It is the results that matter, just as it was the goal of the program that meant more than who did what in a specific situation.

To achieve this in a team training program, it is tremendously important to have an opportunity for small groups to meet regularly over a period of time to reinforce what is happening in the individual classrooms, to have the team feed back in a circular relationship to the unit that is studying its own operation. This was done very effectively in Berkeley, California, over a period of two years, and the program was planned and conducted by Dina Joy, who helped us write the guide that will soon be off the press.

THE NEW CAREERS MOVEMENT - CHALLENGE TO EDUCATION

By Dr. Richard E. Lawrence
Dean, College of Education
University of New Mexico

My assignment is to discuss the concept of career ladders as it relates to the use of auxiliary personnel, particularly in education. Because it is the very concept of career ladders or, as they are sometimes called, career lattices, which primarily distinguishes new careers programs from other kinds of auxiliary programs, I am going to take the liberty of modifying my topic slightly and using this opportunity to discuss the new careers movement as it bears on education and particularly on higher and teacher education.

I choose to do this for two reasons. First, because I believe we have a crucial and unfulfilled responsibility in education to prepare ourselves to respond constructively to the challenge and demands of the new careers movement. Second, I choose to consider the broader problem because at this point in time I believe it is more important for all of us to identify and seek to clarify the basic issues which underlie the effective utilization of paraprofessionals in education. By "effective," I mean to suggest that they will be used in ways which will meet the needs discussed by Dr. Davies. I believe we must do this before we define the mechanics and structures of programs for the use of auxiliary personnel if we are going to avoid the long-run effect of rigidifying the system we ought to be trying to change. In this regard, the new careers movement, the model it supports, and the rationale for its recommendations and actions are important because they are the source of some of the most difficult issues we must face in this area.

I have salved my conscience somewhat regarding my arbitrary change in assignment by assuring myself that all of you are at least slightly familiar with a number of the schemes which have been devised and developed for differentiating the roles and responsibilities of auxiliary personnel in education and for defining competency and training levels appropriate for such personnel.

This is certainly true for those of you who have had the pleasure of hearing and seeing Dr. Bowman's presentation; and of those of you who have had an opportunity to participate in some of the case studies and developed some programs in which career ladders have been used; and, finally, those of you who have had reading materials that have been presented by the conference planners. I specifically call your attention to the Bank Street College pamphlet which presents one of these kinds of career ladders. In addition, models for the differentiated utilization of personnel in elementary and secondary schools have received considerable attention in our professional literature during the past few years. Many of these models have proposed hierarchies of responsibility and training for sub-professionals as well as professionals.

In some few cases, current plans for utilizing paraprofessionals in education do provide for the kind of open career ladders which are the hallmark of new careers programs. Looking at the materials which come from most of the state departments and the pamphlets and packets of materials, I would say that many of them provide homely subjects for this kind of thing. I would add that in almost no case, it seems to me, and certainly not in the substantial and extensive way it appears desirable, do our auxiliary personnel programs in education consider the fundamental changes which are being called for by the leadership and participants in the new careers movement. I believe it is our responsibility as educators to try to understand what they are seeking to accomplish, if only to make our responses more rational and less defensive of the status quo.

I trust it will become evident in what follows that I believe a rational response will provide not only for the support that new careerists seek, but also for many of the changes in our institutions and programs which they demand, and I use the word "demand" advisedly.

In the time remaining, I will attempt to:

First, to distinguish the new careers movement or approach from other programs and proposals for developing and utilizing aides in the human service fields, including education.

Second, to discuss briefly the new careers movement in the larger social context in which it is taking shape.

Third, to identify some issues and questions which I believe we must face in education, especially in higher and teacher education, as a result of the new careers movement.

And finally, to make some observations about the next steps that we should or should not take in education with respect to the preparation and utilization of the paraprofessionals.

Over the years shortages of adequately prepared personnel for schools, as well as for other human service agencies, have led to a variety of plans for supplementing the professional staff with paraprofessional aides of one kind or another or other types of auxiliary personnel. For a useful history of these developments, I refer you to Lodema Burrow's chapter, "Teacher Education in a Social Context," a book which Gordon Klopf and Garda Bowman prepared a couple of years ago.

The particularly demanding pupil enrollment, the enrollment pressures that began to confront school people in the 1950's, resulted in a number of schemes for employing non-certified personnel to assist the regular school staff. Then, as the nation began to become more generally aware of its poverty and minority groups in the late 1950's, a number of experimental programs were initiated both to provide jobs for the poor or undereducated people and to supply human service agencies with the additional personnel they so badly needed. Schools, especially, seemed appropriate places for such programs to be carried on.

In 1965, Arthur Pearl and Frank Riessman gave special impetus to the development of such programs with the publication of the book, New Careers for the Poor.

In 1966, Rep. James Scheuer of New York successfully sponsored an amendment to the Economic Opportunity Act which provided federal support for new careers programs under the administration, interestingly enough, of the U. S. Department of Labor. This support is now available for programs in a wide variety of human service fields -- health services, mental health, and psychiatric services, social casework services, day care services, parole services, community services, housing and employment, and, of course, in education. New careers programs also are being developed in industry.

A recent release from Rep. Scheuer outlines the basic rationale and purposes of new careers programs as defined by Federal legislation and indicates a unique aspect of these programs which have evolved in only a few years. I am quoting from this information sheet because it summarizes well the new careers.

The new careers philosophy proposes that all the human service occupations can be analyzed and reorganized so that persons with little or no skills can become immediate earners giving valuable assistance to the professional staffs of health, education and welfare agencies.

This restructuring of occupations into component parts together with the work-plus-motivational training method of new careers serves at least five important purposes:

First, rehabilitation through meaningful employment of millions of potentially useful workers now wasted in poverty.

Second, strengthening of the nation's economy through the creation of a vast number of new taxpayers.

Third, provision of more and closer services for the community, and the establishment of communication lines to those presently not easily reached by traditionally recruited and trained personnel.

Fourth, the freeing of professionals for more effective creative or supervisory duties.

Fifth, gradual development of aides and assistants into professionals via job-based higher education.

New careers is dedicated to the concept of self-help, self-improvement, and opportunity for all. It seeks to avoid the traps of placing unemployed or under-employed persons in dead-end, entry-level jobs without futures. New careers establishes ascending career lines or career ladders so that the poor can become non-poor. It's goal is to eliminate poverty for millions, rather than to make them more comfortable in perpetuated poverty.

A review of these purposes indicates clearly that the new careers programs in education or in any of the human services fields are not just another means of supplying additional support personnel for schools and classrooms, although that is one purpose. The population from which these programs are to draw potential aides are clearly different from the one we traditionally have used in education as our source of auxiliary support. More importantly, the requirement that programs provide for the gradual development of aides and assistants into professionals - full professionals - via job-based higher education defines the unique and fundamental importance of new careers programs. It is this requirement which has led to the formulation of steps or career ladders which provide open opportunities for progress toward full professional status. This developmental feature of new careers programs is especially difficult, if not impossible, to accommodate in our traditional educational systems and institutions when we combine it with the notion that the new careerists are to be unemployed or underemployed persons with little or no skill, and who lack the basic minimums we have come to believe are essential for work with children. This central aspect of the new careers model requires changes in our admission policies and the degree requirements in institutions of higher education. It requires new flexibilities in our credentialing system in education. And it demands a review and modification of the nature and purposes of professionalism and of professional courses in education.

But in a very real sense these challenges to the status quo in education by the new careers idea are only the beginning.

The professional leadership of the new careers movement, men like Art Pearl and Frank Riessman, are unwilling to settle for programs which will, in the final analysis, only serve to perpetuate what they view as the serious inadequacies and irrelevancies of today's education. They view successful new careers as those which will be so designed and operated as to effect basic changes in the educational system and program. In general, new careerists view the improvement of services, as a basic and essential part of their programs. At the same time, there is a recognition on their part that the system is powerfully resistant to external change. They recognize, as did Mario Fantini in his address to the National Conference on the Paraprofessional, Career Development and Pupil Learning, that "paraprofessionals in addition to teachers and other educators face the danger of becoming myopic about the real problems as they face the 'realities' of their situation. The people in the institutions are shaped by the institutions."

Fantini noted that one danger of plans for using auxiliary personnel is that having been legitimatized by the Establishment, they might help to reinforce the ills of the system rather than to bring about change. In his view, community acceptance of paraprofessionals as an extension of the community will be important in developing an adequate strategy for change in education.

Frank Riessman at that same conference also cited as a danger in the trend toward greater utilization of paraprofessionals, the possibility that "they will be used in patchwork fashion leaving the present school organization and program largely intact." Riessman also noted a danger in the possibility that present teacher duties will be redistributed rather than redefined.

I think it is clear that new careerists do not view their role as one of contributing to the status quo in education. This may clearly distinguish them from many of the other auxiliaries that we have worked with in the past or are currently involving in our present efforts.

Perhaps a word about the organizational state of the movement is in order at this point. I should say that this is not a very up-to-date report, but it is based on material which has been provided by New York University.

Last June, in Detroit, the National Council for New Careers was born. More than 200 persons, including 50 New Careerists, participated in its initial session. Following that meeting, a separate organization called the National Association of New Careerists also was initiated. Some of the problems confronting our society today were apparent in the founding struggles of these two groups. But these groups now exist and, I believe, are forces to be reckoned with. Commissions of the National Council have already done the following kinds of things:

First, they have called for state legislation which would mandate the development of career ladders and other components of the new careers model.

Second, they have suggested ways for developing receptivity of the new careers model in agencies and relevant fields of service.

Third, they have begun to organize paraprofessionals on a national basis.

Fourth, they have called for the development of in-service programs in institutions of higher education for civil service employees to replace the traditional examinations for entrance and promotion.

Fifth, they have proposed that the control of credentialing standards be removed from professional groups. In the interim, professional associations and educational institutions should be pressed to devise alternate credentialing routes which recognize life experience and non-institutional forms of training.

Sixth, they have organized to seek academic credit for work experience, subsidies for study leading to promotion, and revised admission requirements.

Seven, they have recommended that agencies and institutions which provide human services be made accountable to the consumers of services rather than to the renderers of services.

Finally, they have developed means for sharing data and information about successful programs and about solutions to problems which hamper individual programs. In addition, they are promoting research on the operation and effectiveness of programs involving the new careers idea.

But the problems with which the participants grappled with in Detroit highlight still another element of the new careers movement of which we must be aware. These problems stem from basic ideological differences which face our whole society.

On the one hand, there are those who believe that the new careers development -- to be truly relevant to the insurgent movements for radical social changes in this country -- should give attention to the issues raised by these movements. Some of these basic issues which were raised and talked about in the Detroit meeting are:

The Viet Nam war and the role of the military in draining off money which could be used to support the new careers programs.

The notion that capitalism, or our present economic system, produces an inherent under-investment in human resources and an under-development of human labor.

They also believe that we need be concerned with those aspects of professionalism which result in the hoarding of knowledge and the dispensing of conventional values.

They are concerned, also, about the autocratic power of service agencies.

People who hold this view within the new careers group have grave doubts about whether professionals are willing to become allied with insurgent movements. They suspect these professionals are more likely to support the form of the new careers model within a manpower framework and avoid the question of how to reorganize service delivery systems.

Leaders of this faction believe that -- and I quote from a statement from one of its leaders -- "The obstacles to implementing this idea are not lack of job design, the career ladders, or professional resistance, etc., but a lack of power." They believe that putting together old power pieces in an old way -- into the liberal coalition consensus approach -- will not lead to the massing of necessary power. Instead, they would ally themselves with the poor who need and want new careers. If professionals want to help, they will let us know; they must organize themselves to change the professions and the institutions in which we are prepared and in which we operate.

This is, obviously, the radical group within the new careers movement and they speak for a very, very important notion in our society today. On the other hand, there is another faction which supports the idea of new careers, but rejects the view that these programs have implications for radical social change and therefore need to be placed within a political, ideological framework.

This group tends to emphasize the need to build into the program a strong upward mobility component so that another caste system of dead-end jobs won't result from a continuation of stultifying credentialing and promotional apparatus. As you might expect, the spokesmen for this view are more closely allied with the Establishment than are the proponents of the radical social view. The latter groups tend to be men like Riessman or professionals who have been working with the group. But even substantial professionals like Frank Riessman are not unaware of the potency of the argument for connections between the new careers movement and other organized forces for social change in our country and the world. At the Washington conference, Riessman cited as the most important danger in the current trend toward greater utilization of paraprofessionals, the possibility that "the new careers movement will not be linked with significant social developments."

This, then, is the new careers idea and the new careers movement. Perhaps it is only an incipient challenge, but I believe it has the potential to develop a real wallop. In any case, I believe it's rationale provides us with a needed challenge to review most, if not all of our conventional wisdom about the recruitment, selection, preparation, placement, evaluation, and development of educational personnel.

At this point I would like to identify some of the issues which are raised by the new careers movement or new careers idea, or at least are intensified by the development. It seems to me that these are important to us because at some point we have to make a choice about these issues. Even if we don't make a choice, we are making a choice. In some cases, they may be stated to make them sound as though they are neat dichotomies and I don't mean to imply that they are.

First, with regard to the points of admission and preparation for work in education and the admission requirements for initial and subsequent preparation for work in educational situations seems to be an area where we will need to face real questions. Can we continue to hold to the kind of the loaded or arbitrary admission requirements and points that have been traditional in the educational professions?

Secondly, the whole question with regard to credit for experience and on-the-job training -- to what extent and under what conditions can we give credit or will we give credit or equivalent recognition toward degree or credential status for experience and on-the-job training?

A third issue has to do with the extent to which we can develop and offer new programs and pragmatic experiences for these people and/or extend opportunities to them for participation in our regular programs. A special problem in this area has to do with whether (particularly at the higher educational level) we should offer sheltered programs for these people or whether we can provide enough assistance so they can survive and prosper in terms of the regular programs.

A fourth issue is whether or not we should create and offer new kinds of degrees, new kinds of certificates, other ways for recognizing the advancement through preparation programs, etc.

The fifth issue has to do with whether we shall prepare these people for specific tasks, i. e., provide them with training to get them into an immediate job or provide them with a more general kind of training which will make it possible for them to have job mobility. In a sense, this is the manpower versus human development fulfillment issue. I think it is one which we must face in this particular area.

The sixth issue has to do with the extent to which a highly defined hierarchy of positions is desirable in education. I think that there are many pressures of this kind of development in education. They come from the New Careerists who see this as the only way that they can find their way into the profession. And they are coming, certainly, from the other end of the scale, particularly the work of the National Acceptance Commission which has spent a good deal of time talking about differential utilization and differential definition of jobs in education. There is an issue here regarding how much of this we can undertake without getting ourselves into an arbitrary situation that will prevent us from using the potentials and talents of the person with whom we are working.

The seventh issue concerns the limitations that should be placed on the utilization of sub-professional personnel in the school. This obviously relates to the last issue and raises the general question about how we use these people and in what kind of situations is it appropriate to use them. Should we, for example, use them only in disadvantaged schools or with so-called disadvantaged children? I think this kind of question shows where can we best utilize the potentials of these people.

The final issue has to do with the feasibility of such programs in view of our limited resources. What priority should be assigned to New Careers program? Can we afford to offer these programs or can we afford not to pay attention to the development noted earlier? There are 18 Federal programs for support in this area. How much can we depend on soft money to do the job? How can we guarantee that if it stops we will be able to carry on in a reasonable way?

In closing, I would like to make some personal comments on how I feel we should deal with some of these issues. These are based on assumptions that have to do with the job that we are doing now.

First, that teacher education as we know it is less effective than we would like it to be or even than we know how to make it.

Second, that teacher education tends to perpetuate the status quo in education. I do not think that is desirable.

Third, that the schools are failing many, if not the majority, of American children and youth. This is particularly true for the disadvantaged children of minority ethnic groups and the children of the poor.

Finally, I assume that our attitudes regarding the potentialities of children and of other human beings, and regarding the role of education in the community, are crucial factors in determining the way we will deal with the problems and issues I have mentioned.

My personal preference is to give careful attention to the challenges which are coming from developments like the new careers movement and to act with determination to bring about those changes which we believe are needed.

Such proposed action assumes the cooperative involvement of the schools with the college and the community. In addition, it assumes that educators will provide leadership in the reconsideration and redefinition of the goals of deliberate education provided by schools and other educational agencies.

I believe it is especially important that we look at the goals of education which are implicit in what we are doing, rather than at the statements about goals that we have put on paper.

I agree with Dr. Davies that educational practices which are dehumanizing should be eliminated. I would categorize as dehumanizing those programs which are essentially punitive rather than supportive of children, youth, and adults; that promote blind conformity rather than tasteful and thoughtful choice; that are restrictive and focus on the weeding-out rather than the drawing-in of students.

But given the realities of the world in which we live and work, I recognize the probability that changes won't come easily. There is even the probability that as much as all of us in education want change it may not be possible because of conditions beyond our control.

In the case of the university, for example, we face problems that are real, financial, academic, professional -- questions which may make it desirable not to initiate the changes which may seem desirable in an ideal sense.

These circumstances equally apply to the community and to the state. Under these circumstances, it seems to me that it is important to develop alternative strategies so we don't get caught saying it can't be done just because it can't be done the way we want it to be done.

Perhaps it will be necessary to create new institutions to accomplish some of these purposes. In addition, we can, within our own operation, seek to make credentialing requirements more flexible. We can ask the kind of questions about change that need to be asked. We also can open up our professional associations and councils to new kinds of educational personnel. We need to include teacher aides in our official activities. With respect to the special interests of New Careerists we can, I believe, help insure that jobs are available for the paraprofessionals who are trained. We can make sure, then, that there is more than just one step in the so-called "career ladders," that the steps after the first were not just a dream on paper. We can make sure that professionals are prepared along with auxiliary personnel as Dr. Bowman has urged. Finally, I think colleges can follow ideas like the interesting one being used at the University of Minnesota this year. New Careerists are being hired as peer level instructors in the college of education and the college of arts and science. These teacher aides -- like the aides in the public schools -- have been brought in to teach in tandem with the regular professors as "cultural educational specialists." They are teaching courses on urban problems and education and social work. They are not operating as aides. They are functioning as peers of the regular university staff. The main purpose of this program is not to provide jobs for the people who need them badly, but to upgrade teacher education by bringing teachers into contact with the realities of our times.

I would like to close with a quote from Mario Fantini and Gerry Weinstein's book, The Disadvantaged: The Challenge to Education. They define the disadvantaged not in terms of those who are deprived of educational opportunities by being poor, but in terms of all children who are about to be deprived of the opportunity to become full functioning human beings. I quote:

> "This time of national crisis is a time for new leadership, and a time when needed and effective changes in our social institutions have the best chances of being implemented and sustained. The crisis of the disadvantaged has provided educators with a unique and epoch making opportunity for effecting true and penetrating reform, what will they do with this opportunity? Will they use it to perpetuate the unwieldy, ineffective, the deteriorating status quo? Will they adopt a policy of wait and see, reacting only after the fact of societal demands? Or will they seize this opportunity to assume the roles of initiators, revising education to become the instrument of social health, and of human progress?"

This is the challenge of the disadvantaged to education. And it seems to me that this is the challenge of the new careers movement to education.

ARKANSAS' AIDE-TEACHER IN-SERVICE TRAINING APPROACH

By Leon L. Wilson
Director of Evaluation, Research
and In-Service Training
Arkansas State Department of Education

Our primary purpose in establishing an aide-teacher training program in Arkansas was to fulfill the requirements of the Title I Act and the amendment that was passed to it. Last year, in the state, we had approximately 800 aides working in the public schools. Most of these -- in fact, about 95 percent were financed with Title I funds. Then, the Congress passed an amendment to the act that same year requiring (for the coming year) that all aides, along with the staff whom they assist, be involved in a training program. So I would like to read to you a statement from the act. The wording of the act is this: In the case of projects involving the use of educational aides, the local educational agency sets forth well developed plans providing for coordinated programs of training in which educational aides and the professional staff whom they are assisting will participate together. That was lifted from the amendment to the act.

In attacking this, we had two or three underlying purposes in mind. One: We feel that in Arkansas, at least, there is a real gap between the public schools and our institutions of higher education. One of our underlying purposes was to close this gap.

Another: In our rather rural state, we have 390 independent school districts. We assumed this was too many and hoped to encourage these districts to cooperate with one another in various ways, thereby reducing this large number of districts.

A third underlying purpose was to get teachers and college personnel together as an advisory group to the State Department of Education. This advisory group became the key to our procedures. The group consisted of one college president, two professors, two representatives from the Arkansas Educational Association (which is our teachers' organization), six classroom teachers, eight school superintendents, and five coordinators of federal programs.

In our first meeting we organized three committees from this group of approximately 30 people. One committee concentrates on minimum standards for teacher aides. Job responsibilities was the area of the second subcommittee; and a committee on in-service training for aides made up the third.

One of the first items of business for this advisory group was to define educational aides. Educational aides, as used in the amended section of Public Law 89-10 applies to all noncertified employees working with certified employees; i. e., teachers, librarians, etc., in dealing directly with students.

The subcommittee on minimum standards gave the following recommendations. For the age of these aides (for elementary), this group recommended that no person be employed under the age of 18. And for secondary students, no aide should be under the age of 21. The retirement age was recommended to be the same as for a certified teacher's. In our state, that's 72.

It was recommended that aides should meet the same standards of health that the regular classroom teachers must meet. That is, a health certificate must be on file in the central office. This certificate includes various ranges of examinations, including TB tests, etc.

Teachers with whom aides are to work should be involved in setting the areas of competence desired when employing an aide.

The subcommittee on job responsibilities for aides identified five areas in which aides would be desirable. One, clerical work; two, student supervision such as playground, bus loading, lunchroom, and possibly even classroom; three, pupil personnel services, which would be the one to one working relationship with an individual student, small group, etc.; four, enriching the curriculum through some fine art activities; five, classroom housekeeping, arrangement of chairs, materials, bulletin boards, etc. One thing this committee properly identified was that the role of the aides should be supportive to the teacher, and that the aide should never be directly responsible for a group of students.

The subcommittee on in-service training for aides emphasized the use of institutions of higher learning, and cooperation between teachers and administrative staffs in developing and implementing training programs for aides. As you heard, the law did not specify how long in-service programs were to be. Would it be one hour or would it be 100 hours? This was one of the things that this group had to decide for us to move. They decided that 30 hours should be or may be -- I started to say "sufficient time." I don't think it is.

This training took a lot of different directions, but we attempted to narrow the scope to some major areas. The committee identified six areas. One, orientation: What is the status of the aide? How is the aide to be used, etc? Two, the aide, this committee felt, should have some knowledge of child psychology -- some very basic knowledge of child psychology. The aide, the committee felt, should be aware of the overall school organization and management setup. A fourth item: What are the ethics that an aide should follow?

Another area: Problems of the disadvantaged. Since these aides were almost completely -- well, 95 percent of them were employed with Title I funds, the feeling was that some time in the 30 hour training program should be given to the problems of disadvantaged children. What are they? What effect do they have on the child, etc? And the last category: Duties and responsibilities of the aides.

An item that we still have not met is how shall we certify aides, or shall we at all? So we still have some work to do on what direction to take and how to take it in certifying aides or licensing aides, or whatever.

After we received the report from the advisory committee, we conducted a workshop for college personnel in Arkansas. We knew very few of our colleges of education faculty had any knowledge of the use of aides or the training of aides. So we organized and conducted a workshop for representatives from the education department of approximately 15 Arkansas colleges -- both public and private. We involved four of the leading educational consultants in the nation. Dr. Jody Stevens of the University of Houston; Dr. Phillip Langer of the Far West Lab for Educational Research; Dr. Garda Bowman whom you have heard today; and Dr. Desmond Wedborg from the University of Maryland. They conducted a workshop for the staff of our colleges of education.

After hearing the advice of the consultants they felt would be practical, the advisory committee presented this outline for in-service education of aides for a 30 hour program. They felt that approximately one hour should be spent in an introductory session, two hours for presenting an overall view of school organization and management, and four hours in discussing possible duties of teacher aides and their responsibilities. We found this to be probably our most desirable discussion that went on in these sessions after the college people sat down with teachers and aides and began discussing inter-personal relationships. One hour was recommended for a discussion of ethics and legal aspects of teacher aides; seven hours were to be spent in discussing human growth and development, child psychology and problems of the disadvantaged; and 14 hours should be spent in upgrading the aide in the special areas where the aide and teacher work together.

SUGGESTED GUIDELINES FOR SUPPLEMENTARY EDUCATIONAL PERSONNEL WITH EMPHASIS ON THE RELATIONSHIP OF TEACHER AND AIDES IN ADULT BASIC EDUCATION

By Dr. E. Roby Leighton
Director, Division of Adult Education
Arizona Department of Public Instruction

Illinois has a school code which provides authority to use non-technical personnel under the supervision and instruction of teachers. They are allowed to do routine work in the classrooms, and to assist in teaching. They must be supervised by a certificated teacher, who initiates the instruction and who is present in the classroom. If the aide is to be used on the playground or in the lunchroom, the certified person has to be present. This means, as far as Illinois is concerned, that the state is not yet ready to establish a ladder program for its aides. Illinois requires its aides to have 30 semester hours' credit in higher education, to be citizens and to meet the same physical fitness requirements as the teachers. Aides also must have a transcript on file with the superintendent of public instruction.

Minneapolis, Minnesota, schools also have a program and statement on the use of aides. Approval by the board of education was all that was required to inaugurate the concept of using aides. Responsibility for administration of instructional programs was placed on principals.

Minneapolis did not set up a certification requirement for aides because it was felt there was need to develop such guidelines. The system did want the aides to be trained, but left it up to the schools.

West Virginia has a similar position paper, but wanted its people to have two years of college. This is quite different from Arizona's situation in working with minority, ethnic groups. West Virginia wanted 108 hours of local training, and made a definite distinction between instructional personnel and general assistance personnel.

Oregon is using a regular school code and lists its aides as non-certified. Oregon has gone even further: it doesn't even require a high school diploma. Oregon aides need only have the equivalent of a high school education. School districts are responsible for the training, and are required to set their own local policies. Districts are encouraged to use the aides to a maximum degree as assistants to teachers.

New Mexico, as I understand it, has not yet formalized its career ladder or certification requirements. Arizona is working on a ladder and certification, but it has not been formalized.

When Arizona started the program which led to formation of our guidelines, we held a workshop. It was designed to develop some guidelines for working with aides in the state.

In working with aides, we kept floundering on what to call them. Were they auxiliaries? An auxiliary is something that is over and above a system. Paraprofessionals? This is something that belongs to the medical profession, and is not necessarily educational. So we searched the Latin dictionary and the Thesaurus and the regular dictionary and came up with a term which would make some sense. That is SEP, Supplementary Educational Personnel. If we are really going to use these people in all these various fields and for all kinds of duties, and make them a part of the system, then they need to be a part of the system and they need to be put in administrative budgets. They need to have categories so they can be paid, so they can be promoted, so that they can be budgeted, be provided for, be protected in terms of employee benefits, and so that they can go up the ladder to eventual certification. A label for them is needed.

A letter after SEP might indicate a different kind of aide; different kinds of a duty, like SEP(i) could be an instructional person, SEP(c) could be clerical, etc. Numbers might show different pay periods. This would be one way to put them in different parts of a budget. That is why we started using the term Supplementary Educational Personnel or SEP.

Arizona, as well as other Southwestern states, has a real problem with bilingualism and biculturalism for children and adults. There was a real need to increase the understanding and the individual help for the students. The majority of the teachers were not bilingual and did not have much knowledge of the cultural background and differences of their students. One of the ways that we helped solve the problem was to bring in people with such knowledge to our workshop to draw up guidelines. Either aides were able to speak Spanish or could speak the Indian language. Or they had special knowledge in language techniques.

New Mexico has a very fine program with a training program worked our with the university and with local districts to train aides.

You will find many certified teachers serving as aides. Arizona has certified teachers and ethnic aides without degrees.

GUADALUPE ON THE MOVE

By Sister Rosalina Baldonado, IHM
Principal, Our Lady of Guadalupe School
Flagstaff, Arizona

Early in September 1968, Dr. James Biglin of the Northern Arizona University Educational Psychology Department contacted us. He asked if some of his graduate students could work on their practical training at our school. Before our conversation ended, Our Lady of Guadalupe School had a faculty of eight teachers, two counselors, six physical education teacher aides, five teacher aides, and 15 reading teacher aides from Dr. Ray Huitt's "Teaching Reading in the Elementary Schools" class at the university. In addition, we had an art and science teacher aide, a librarian, and a counselor who came to us once a week through the Title I program in the Flagstaff Public Schools. We also had a speech therapist who worked with children from the first grade twice a week. I think ours probably is the only school in Arizona with a four to one student-teacher ratio.

Our teacher aide program has proven beneficial to our own students as well as to the university students. The two counselor aides from the university are directly responsible to Dr. Biglin and me. They cooperate with the counselor from Title I.

Our first graders are engaged in a program which we hope will prevent perceptual problems as well as correct existing problems. We have incorporated a program of exercises into our curriculum. These were developed by Marianne Frostig on the West Coast, and are designed to help the children develop motor coordination skills which are sometimes neglected in the children's environmental situations.

We have six physical education teacher aides. One of the aides was a football player. When he came in, the fourth and fifth grade boys looked up to him and were quite excited about having him there. Another teacher aide, taught modern dancing to the sixth, seventh, and eighth grade girls.

A trained librarian comes to us from Title I funds. She and Sister Josefa, also a trained librarian, coordinate the library programs with the students and teachers. Sister Josefa meets with the teachers in the school to discuss possible future lessons. Then she talks to Mrs. Cole who teaches library skills to the children. This is the three-way kind of a situation and has worked out well.

Each afternoon we have two NYC students from the local high schools, who come in and perform such duties as slipping books, shelving books, typing cards, filing, and mending books. We also have used some of the local university students in our program. Besides the library program, we had five tutors the first semester.

In August of this year the children in grades two to eight were given reading tests. The results showed that many of them were from one to three grade levels behind in reading. We were quite concerned about this. Another problem was that the range was so large that it was almost impossible to cope with. In the fifth grade, we had children reading from the 2.1 level all the way to 6.0. In the seventh grade, it was 3.3 all the way to 11.5. And in the eighth grade, the range was from 3.9 to 8.9. To overcome some of the deficiencies in reading we found, we decided to initiate a special concentrated reading program throughout the whole school. We had one week of in-service training for our faculty. This training was done by one of our own sisters, a trained remedial reading teacher. It included a concentrated word attack skills program based on the "Breaking the Sound Barrier," phonics method. We intended to develop word attack skills during the first semester and concentrate on comprehension during the second semester. We also decided to un-grade the primary grades to cope with the wide range of working up to the upper grades. We needed extra teacher aides to help us in this terrific range so we began to use Dr. Huitt's elementary reading class students as teacher aides for our reading program. Our teacher took her seventh grade class to the university where they demonstrated the word attack skills program. We felt this was the best way to show the university students our particular method. We explained the techniques used in the program and the students from the university then chose the grade level they preferred to work with.

The University students taught exercises in following directions which had been prepared by our regular teachers. We found the children could not really follow directions. They could hear, but they didn't listen. So the university students had exercises with them like, "I went to the store and bought an apple." Then the next student would say, "I went to the store and bought an apple and a pear." We had vocabulary drills and worked with a simple flasher. We gave students the opportunity to listen to oral reading in small groups, we administered speed reading tests, and guided them in reading. The students not only conducted the reading groups, but supervised the follow-up lessons in the childrens' work books. In another phase, we made a tape recording of every single child in the school. Then we left a blank on the tape. When we finish our reading programs in May, we will have the children repeat the selection and see if there is any improvement. This is not only for them, but it is also for us. If we feel the improvement has not been that great, we will have to see what else we can do. When first semester ended, we felt the only way to find out if there had been any improvement would be to re-test the children. We used a different form of Gates Reading Test which did indicate some marked improvement. The range is still wide but it is higher in some of these classes. In the eighth grade we had a range from 3.9 to 8.9 in August. In January, the range was 5.5 to a 13 plus. So we feel the use of the teacher aides has been a great advantage to the children.

An evaluation sheet which we ask the university students to fill out after the first semester revealed some of the things they felt could have been improved upon. They felt they needed more time to observe the children before they started teaching. The teachers at Our Lady of Guadalupe School also encountered some difficulties with the teacher aide program. Some of the university reading class students who volunteered came only sporadically. This is disconcerting for the teacher.

Another problem was the teacher aides were reticent to assume the role of teachers. We hope if we can give the teachers more time to work with the students, they can work this out. Some students did have an opportunity to take care of classes by themselves. One teacher had three aides, one of whom showed a fantastic ability to teach. We let her have the class for one day. Another student said, "Well, this proved it for me, I don't think I want to be a teacher." It is better that they find out at the beginning of their training that this is not for them.

The university students were directly responsible to each teacher. At the end of their laboratory experience at Guadalupe, each teacher completed a performance form, which was then submitted to the Educational Psychology Department at the university. The teachers at Our Lady of Guadalupe are willing to work out any of the difficulties that they have encountered so far. This is apparent from the requests for more aides.

In our situation, we feel the role of the teacher aide is to help the regular faculty meet the needs of our students. Originally, we had no intentions of having a teacher aide program but our children's needs were so great that we had to have help. We find that the needs of our particular children are in reading, counseling, and health. By working with the faculty and the students from the university, we hope to be able to continually evaluate the program so that it is beneficial, not just for the University students, but for us. Our whole philosophy is: "If you have a need there is a way to solve it, if you try."

TRAINING OF TEACHER AIDES TO SUIT THE NEEDS OF SCHOOLS

By Augusto Guerra
Region 1 Education Service Center
Edinburg, Texas

Each year hundreds of persons are employed by school districts to serve as teacher aides. Mostly, they are housewives trying to supplement the family income, high school graduates, or low income residents who are familiar with the parents of the children we serve and who are very valuable.

In the migrant project we try to employ as many people as possible from the migrant stream. Yet each year these people are assigned to start work when principals, teachers, and experienced aides have the least amount of time to devote to their training.

The Texas Education Agency has written several summaries for teacher aides who are employed to help with the teaching of migrant children. Training sessions have been conducted for six-week periods, and in each case the participants have received college credit for attending because the sessions are run by colleges. Thus there has been limited participation. Colleges will not accept the people we try to employ. They will not accept people without a high school education, and people from the migrant stream do not qualify, or cannot get into the colleges.

The Region 1 Education Center conducted a two-week workshop for 100 teacher aides who would be employed in the '68 and '69 Texas project to educate migrant children. The objectives of the workshop were as follows: Prepare the aides to live in the world of school; acquaint them with child psychology for a better understanding of the students with whom they would be working; teach the aides how to utilize the most commonly used equipment; teach them the techniques in preparing the materials which the teachers most commonly request, acquaint the aides with the use of the most elementary school library; prepare them to deal with forms and other paperwork in the schools; acquaint the aides with the work of the elementary school office; and to give them a working knowledge of office machines.

We got 100 teacher aides from all over Texas. We divided them into two groups, and then subdivided those two groups into 10 groups so that we would be working with small groups if it were not a lecture-type class. The aides were given a weekly stipend of $50. We did not pay for their room and board. We did not pay for their travel, but they did receive a stipend of $50 to cover that.

Personnel from the Division of Compensatory Education, from the Division of Instructional Media of the Texas Educational Agency, and personnel from the Region 1 Service Center were the professional staff for the workshop. Administrators, teachers, librarians, etc. who had experience in migrant education were employed as consultants.

We did not get into the teaching of reading or the teaching of math or the teaching of any of the subject areas. We felt, and the administrators with whom we consulted felt, that this was the decision of the teacher and that she should train her own aides in what she wanted as far as classroom instruction was concerned. We were working only with those things that the principal, the teacher, and the administrators felt they wanted their aides to know.

The workshop was conducted in August. Most migrant schools in Texas start operating during late October or early November. We have what is called the six and a half month schools for the migrants: We extend the day and shorten the year. Many of the aides, although they were migrant, were well acquainted with what the Texas project of the education of the migrant children was going to do. We asked State Director Lee Frazier to talk to them about the purposes, the objectives, and the history of the migrant program in Texas.

We asked several principals to bring us samples of the forms and reports they normally fill out in the elementary schools. They brought the cumulative record card, the first page of the achievement test, the report cards, the attendance cards, milk slips, cafeteria slips, insurance slips, and all of these things that bog down a teacher. These principals worked with the aides to make sure they knew how to fill out all the forms. Accuracy, of course, is one of the most important things.

We did what the administrators and teachers wanted us to do; not necessarily what we felt should be done. Knowing that many of the schools did not have secretaries, we knew that some of the aides would be used as secretaries. So we employed five elementary school secretaries. We gave each one 10 aides and provided consultation for them and took them to elementary school offices. The aides and the secretaries worked for six hours. The aides learned filing, how to answer the telephone, how to use the electric typewriter, how to type stencils for the mimeograph, and how to run them off.

We noticed some resentment building up between teachers and aides in South Texas because some teachers had noticed some aides were talking about them. The aides apparently were going back to their neighborhoods and saying, "Oh, you ought to get your kid with this teacher, and not that one. That one is a meanie. I have worked with her. She spanks the kid." We felt this resentment, if it got out of hand, might eliminate aides in the Rio Grande Valley. So we called an "expert" to come down and talk to the aides about keeping quiet, about what really goes on in the school, about getting along with the teachers, and about relationships between the aides and the teachers -- the chain of command. We asked a lady who runs a modeling agency to talk to the aides about grooming. We have found in many cases that the younger aides in mini skirts, high heels, fancy hair-dos, were more concerned with keeping their hair intact than they were in taking care of the children.

We expect the teachers in the migrant project schools to visit the homes. If they did not speak Spanish, the aide went with them. In many cases, we asked the aides to go with or without the teacher and talk to the parents. We felt that the aides, since they came from the community -- the barrios, the ghettos, and the neighborhood -- that the community would accept them better. Since there is resentment between the school and the community, we felt if we could get to the parents through the aides, it would work out better and it has.

Knowing that there is a shortage of elementary school librarians and that in many cases the aides are placed in the elementary school libraries; we brought in some elementary school librarians and some people from the Texas Educational Agency to work with the aides in giving them hints on how to mark books, how to catalog them, how to put on the title, and so on. Some aides learned how to bind books and it was very good experience for them.

We invited three professors from a university to talk to the aides about children. This did not go over too well. The professors did not seem to understand to whom they were talking. It just went over the aides' heads. If they had just toned it down a bit, it would have been better.

One complaint that first and second grade teachers gave was that the aides did not know how to write. Adults were using cursive rather than manuscript, which is used in the first grade. Trying to do what the teachers requested of us, we employed five first grade teachers, gave them chalk, staff liners, primary type paper, and they took groups of ten aides into the classroom. When three hours were up the aides were as proficient in manuscript as the teachers.

PROGRAMED TUTORING WITH TEACHER AIDES

By Virginia R. L. Plunkett
Consultant, Title I ESEA
Colorado Department of Education

The Colorado State Board of Education went on record April 9, 1968, with the statement - "During the last few years, experience with teacher aides in Colorado, and across the country, has demonstrated that they can be used very effectively and efficiently in improving teaching and learning. The state board believes this practice should be vigorously encouraged and greatly expanded."

Teacher aides often are an important component of Title I programs. The Division of Title I, ESEA of the Colorado Department of Education, in making recommendations with regard to the use of teacher aides, asserted that the aides' "duties should not be regarded as menial, unimportant, or merely necessary evils. The assistants should be able to derive some sense of fulfillment and personal worth from their extra efforts to achieve quality."

The use of aides in programed tutoring in Colorado has resulted in an increased sense of personal satisfaction on the part of the aides as well as increased achievement on the part of the tutored children. Because of widespread interest across Colorado, the number of aides being trained for this type of tutoring is expanding. Several Title I schools and migrant programs are adopting this technique, and at least one state university is training future teachers in programed tutoring as a first step in becoming teachers.

The programed tutoring technique referred to was developed at the University of Indiana by Dr. D. G. Ellson and Dr. L. W. Barber. It is designed as a supplement to the classroom teaching of reading to beginning readers. Development research and field tests extending over a period of eight years and involving about 3,000 first grade children from inner city schools have shown that programed tutoring can produce significant gains in reading achievement. The technique has been found to be most effective with those children experiencing the greatest difficulty in reading in the classroom. Essentially, it can convert non-readers into readers, maybe not top-notch readers, but at least children who can read.

Programed tutoring is a technique of individual teaching of reading based on the principles of programed instruction: active learning, progression at one's own rate, immediate feedback, and emphasis on success. The reading skills taught are sight reading, comprehension, and word analysis. The program has been geared to the Ginn first grade reading series, and programs for second and third grades are presently being developed. The techniques can conceivably be adapted to other readers however, and need not be limited to any one publisher.

This tutorial program is especially designed for use by tutors or aides having minimal qualifications. Teaching experience is not necessary, and those persons who have not taught make the best tutors. The teaching activities are carefully delimited and controlled by the teaching programs. During the 15-minute tutoring session, the tutors' behavior is tightly controlled by the materials and instructions which determine in great detail most of the interactions with the child. Because of this careful control and constant admonition not to deviate from the program "script," it becomes easy to see why persons with teaching experience find it difficult to be proper tutors. They cannot resist adding personal innovations. The program is so detailed that incorrect responses are anticipated, and a series of prompts which the tutor must give are carefully spelled out in priority order.

The tutor works in a quiet space -- not in the tutored children's classroom. The session itself lasts for 15 minutes, and the interactions with the children at this time are determined entirely by the programs. Before and after the session, when the tutor may be escorting the child to and from his classroom, the tutor may work to establish personal rapport with each child. Three children per hour may be tutored. It may be beneficial to tutor some children twice a day, once in the morning and again in the afternoon. Depending upon this factor and the tutor's working hours, she may tutor from four to 15 children per day.

The qualifications for becoming a tutor are that one be willing to learn and to follow the programs conscientiously and be able to read at least at the sixth grade level. The training of tutors requires about

18 hours of group instruction supplemented by supervised practice on the job. Twelve hours of training are given before tutoring begins and six hours during the first two months.

Comments from aides currently serving as tutors have been most enthusiastic. The individual attention given each child, plus the advancement in reading seem to add up to the conclusion that this is one very fruitful use of aides.

PREPARING TRAINERS OF TEACHER AIDES

By Dr. Jack O. L. Saunders
Dean, College of Education
New Mexico State University

The thrust of this presentation is primarily that of describing what has been done as a state level responsibility to the upgrading of the skills and knowledges of the teacher aides to be employed in the school systems of the State of New Mexico. While it cannot be contended that aides in the employ of the schools prior to the fall of 1968 were without knowledge and skills, it was somewhat evident that aide services could be and should be improved. Individually, school districts were at a disadvantage to enter into comprehensive in-service programs. In most instances, the number of personnel was limited. In many cases, the role of the teacher aide was ill-defined or such an innovation that staff expertise was not available. It appeared evident that there were all kinds of geographical and economic limitations to mass training of the teacher aides throughout New Mexico. As a result, the decision was made to train teachers and administrative personnel at a central location and then, through a dispersion based on original trainer selection, to provide teacher aide preparation in geographically strategic locations.

The foregoing is necessary to introduce a major concept that needs to be made abundantly clear so the descriptions that follow are understandable. What was done at New Mexico State University in August, 1968, should not be conceived of as the answer to the preparation of teacher aides. It was a cursory, even stop-gap, effort to deal with the reality that there were untrained teacher aides employed in the public schools of New Mexico. Until both inclusive and effective preservice and in-service programs can be made widely available, the program, it is believed, has merit. One might add that teachers need to be helped to use aides effectively -- and probably the two programs should parallel one another. Perhaps "parallel" is a wrong term as the lines of communication should more than occasionally intersect.

It seems pertinent to make available these elements: the stated rationale; the purposes; the participants' descriptions; the contractual arrangements; the curriculum; the instructional techniques; and, the preliminary evaluations.

Teacher aides can profit from preservice and in-service experiences which increase their understandings and their skills. These paraprofessionals must be oriented to their assigned role with guidelines that delimit the task, and capitalize upon the developing potential. At best the assistance must be less than the teacher's "teaching act" role and more than that which is a strictly low level custodial role.

The teacher with an aide who does not accept the premise of differentiated roles will never have more than a custodial assistant. The teacher who has the security to delegate and the skill to supervise can more effectively engage in the teaching act when he has an aide. Frequently, the teacher needs as much training and/or re-orientation to capitalize on the potential of the teacher aide as does the aide to know his task.

The workshop described herein had several specific purposes which were based upon the stated rationale.

1. Trainers of aides can be assembled for a brief period at a central location.
2. These trainer experiences can be disseminated through subsequent teacher and teacher aide workshops in widely scattered locations.
3. The experiences of the central workshop will attempt to communicate:
    a. a workshop design
    b. the depth content in a generalized fashion
    c. demonstrated video tape presentations which could be used in the subsequent workshops
    d. the basic orientations to the state plan for preservice and in-service preparation of teachers and aides to function effectively.

The inclusion of budget figures is not to define how money should be expended. It is, rather, to describe how an investment of a relatively small amount can stimulate an extensive program.

Administration, accounting and workshop supplies	$ 550.00
Travel and per diem for 28 participants	2945.60
Instructional salaries	2000.00
Supplies to regional follow-up workshops	854.40
	$6350.00

At the outset it was estimated that the participant expenses would amount to $3800. The decision to subsidize follow-up workshops came about when the participants requested audio tapes to use in their own local workshops. The $854.40 remaining in the total budget was directed to that use.

In retrospect, it would have been advantageous if the participants could have been identified, rather specifically, as to experience in advance of the workshop planning. The participants were described as "teachers," but this proved to be too general for specific planning in all areas of the curriculum. Without the pre-workshop identification (some participants were identified when they appeared at the workshop classrooms) the curriculum was planned on the basis of an "educated" guess. It has been concluded that the "guess" was adequate -- if participant evaluations are valid indicators. The considerable experience of the NMSU College of Education was quite valuable in the curriculum decision making. The Cooperative Program in Teacher Education where students have two full semesters in essentially teacher and school aide duties in the public schools has provided much information. A teacher aide workshop in 1967 for the Las Cruces Public Schools to prepare Title I aides also was beneficial as a guide.

While it is not possible to describe in detail the content of the classroom experiences of the workshop, the content is implied by two materials included in this text: the first identifies the staff and associated positions and names the instructional area and units of instruction; and, the second is the week's schedule.

Staff and Instructional Areas

Name	Position	Instructional Area	Units of Instruction
Mr. Donald Harvey	Title I State Dept	Title I Programs	1
Dr. Glen Nicholson	Head, Dept. of Ed. Psychology	Child Psychology))	3 1/2
Dr. Ross Easterling	Asst. Prof. Dept. of Ed. Psy.	Child Psychology)	3 1/2
Miss Gladys Lawler	Supervisor, Las Cruces Schools	Manuscript Writing	1
Mr. Roy Morgan	Dir. A-V Center NMSU	A-V Skills	5
Dr. Lloyd Cooper	Assoc. Prof. Dept. of Ed. Adm.	Legal Responsibilities	1
Mrs. Alma Barba	Supervisor, Las Cruces Schools	Bilingual Aides	1
Mr. Bill Caperton	Asst. Director, Title I, N.M.	Cultural Setting	1
Dr. Jack Saunders	Dean, College of Ed., NMSU	Aide Image	1
		Duties of Aides	1
		Aide-Teacher Relations	1
Dr. Leonard Douglas	Assoc. Prof. Dept. of Ele. & Sec. Ed.	Reproduction of Materials	1
Mr. Gene Whitlock	State Dept. of Ed.	Children's Games	1
Dr. Henry Lasch	Assoc. Prof., Dept. of P.E.	Health & First Aid	1
Dr. Philip Hosford	Head, Dept. of Sec. & Elem. Ed.	School Orientation))	1/2
Dr. Robert Wright	Director of Student Teaching	School Orientation)	1/2
Dr. Verna Vickery	Director, Reading Center	Tutor Skills	1
Mr. Cletus Redenbaugh	College of Ed. TV Technician	TV Presentations	-
Mr. Paul Taylor	NMEA President Elect	Professionalism	1

The Curriculum: Trainers of Aides

	August 12 Monday	August 13 Tuesday	August 14 Wednesday	August 15 Thursday	August 16 Friday
8:30	Registration Orientation Dr. Saunders	Orientation Dr. Saunders	Orientation Dr. Saunders	Orientation Dr. Saunders	Orientation Dr. Saunders
9:00	Title I Programs Mr. Don Harvey State Dept. of Ed.	Reproducing Materials Dr. Douglas	Bilingual Aides Mrs. Alma Barba	Health & First Aid Dr. Lasch*	Aide-Teacher Relationships Dr. Saunders*
10:00	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
10:30	Child/Adolescent Psychology Dr. Nicholson and Dr. Easterling*	Child/Adolescent Psychology Dr. Nicholson and Dr. Easterling*	Child/Adolescent Psychology Dr. Nicholson and Dr. Easterling*	Child/Adolescent Psychology Dr. Nicholson and Dr. Easterling*	Child/Adolescent Psychology Dr. Nicholson and Dr. Easterling*
12:00-1:30	Lunch	Lunch	Lunch	Lunch	Lunch
1:30	Manuscript Writing Miss Gladys Lawler	Cultural Setting Mr. Caperton State Dept. of Ed.	Children's Games Mr. Gene Whitlock State Dept. of Ed.	El-Sec Schools Dr. Hosford/ Dr. Wright*	Professional Ethics Mr. Paul Taylor
2:30-3:30	A-V Skills for Aides Mr. Morgan	A-V Skills for Aides Mr. Morgan	A-V Skills for Aides Mr. Morgan	A-V Skills for Aides Mr. Morgan	A-V Skills for Aides Mr. Morgan
3:30	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
4:00-5:00	Legal Responsibility Dr. Lloyd Cooper	The Aide Image Dr. Saunders *	Duties of Aides Dr. Saunders *	Tutor Skills Dr. Vickery *	Summary and Adjourn Mr. Harvey, Mr. Caperton Dr. Saunders State Dept. of Ed. NMSU

* Presented via Video Tape

Approximately one-half of the instructional presentations used video tape and approximately one-half utilized personal appearances in the instructional program. The video tape presentations permitted the bringing of much more expertness into the workshop at the same instructional cost than would otherwise have been possible at such a time of the year. Moreover, it was assumed that several of the "trainers" might wish to utilize some of the tapes thus prepared in the subsequent area workshops. Arrangements were made to rent the video tapes and necessary equipment. There was no intent to either encourage nor discourage such a follow-up practice. It was available.

That which developed seemed to capitalize on the assumption about trainers using workshop tapes but in a slightly different fashion. The presentation of video tapes in most communities constituted an almost impossible task for the workshop participants who were going to be directors of their own local workshops. The equipment was not available locally and the cost of a technician and equipment on a contract basis from New Mexico State University proved to be prohibitive. At the request of the participants, audio tapes were taken from the more popular video tapes and the workshops in the regions rented and used the audio presentations 54 times.

The experimental nature of the trainers of aides enterprise mandated some evaluation. The participants were asked to rate the setting and the instructional content. Although the responses were generally complimentary the workshop participants pointed up several areas where adjustments to the experimental workshop could be improved. Perhaps the most unexpected evaluation was in the content area of "Child-Adolescent Psychology." This evaluation is so labeled because the area had been constantly ranked superior by the "aides" who have been exposed to this content (in modified form) in the Cooperative Program in Teacher Education, and in the workshop to prepare aides for assignment in the Las Cruces Public Schools. One might suppose that the differences in valuing is directly related to the differences in clientel. The evaluations largely speak for themselves. The report to the State Department of Education serves as a summary to this presentation.

Tabulation Summary of Environmental Conditions and Content Areas

	Excellent	Average	Inadequate	No Response
1. Housing, Food, etc.	23	3	0	4
2. Classroom Environment	18	11	0	0
3. General Workshop	21	7	0	0
4. Schedule and Timing	17	10	1	0
5. Response to Requests	19	9	0	0
6. Specific Presentations				
Title I Programs	20	8	0	0
Child-Adolescent Psychology	4	12	12	0
Manuscript Writing	21	5	2	0
A-V	23	5	0	0
Legal Responsibility	18	9	1	0
Reproducing Materials	23	3	1	1
Cultural Setting	10	11	7	0
Bilingual Aides	20	7	1	0
Aide Image	24	4	0	0
Games	18	9	1	0
Duties of Aides	21	4	2	1
Health	13	15	0	0
Elem.-Sec. Schools	15	9	4	0
Tutor Skills	7	20	1	0
Aide-Teacher Relationships	21	5	1	1
Ethics	19	2	1	6
7. General Facets (Organization of Workshop)	23	4	0	1

Quoted Comments from Written Summaries

" ...has provided materials for aide training."

" ...role of aide and teacher identified."

" ...(I know) the type of resource persons needed."

" ...made me aware of details ... for my workshop."

" ...gave me a number of ideas."

" ...work was very thorough. It would be difficult to add or detract the basic components of your plan."

"Video tapes ... would greatly add to the effectiveness of our entire program if we could afford them."

" ...excellent source materials ... even though I will have to adapt for my special situation."

"I plan to follow it just as it was ...."

" ...this one (workshop) can be used as a pattern - including starting on time and staying on schedule."

" ...one of the most helpful I have ever attended because it was so well organized and consistently relevant to its purpose."

" ...some small group sessions would be helpful."

" ...more discussion periods for participants."

" ...food for thought for teachers who will use aides."

Evaluation Generalizations

On Video Tapes and Presentations

Edited summary: Generally they liked the video tapes, but could not afford to use them locally. The "psychology" series were most criticized and the "aide" series were most highly regarded.

On Workshop Clientel

Edited summary: Several comments were directed at a few individuals for their talking, rudeness, and inattention which was distracting for the "vast" majority.

On Workshop Utility

Edited summary: Many individuals were going to copy the plan and content extensively. Several individuals felt all they needed to do was adjust their experience to the special needs of the local situation. Quite a few individuals were going to use audio tapes (because they could not afford the video) to supplement local resources.

Suggestions for the Future

Edited summary: Generally the workshop should include more discussion opportunities. It appears the participants were "deluged" with too much content (but this was deliberately planned so they could select what they wanted). Some suggested more aides to make presentations or report their experiences and needs. Television should be improved in quality in a few instances and more graphic illustrations used. There was a suggestion of both a "north" and "south" workshop for trainers. One suggestion was for "credit" to be offered, and there was a suggestion of a two-week workshop for the aides themselves.

THE USE OF COUNSELOR AIDES FOR URBAN AREAS OR INNER-CITY SCHOOLS - FROM THE PILOT PROJECTS OF THE ROOSEVELT SCHOOL, PHOENIX

By Clifford J. Stallings
Arizona State Department of Public Instructions

In June of 1968 the Arizona Department of Public Instruction received information from the U. S. Office of Education that the Guidance Services Division would be involved with a new federal program called the Education Professions Development Act. At that time, the Department began research in an effort to establish the role of auxiliary personnel within the public school setting.

One proposal, submitted by a district in the Phoenix area, seemed to be the type of project covered by the act. Because of the low and middle economic and social composition, Roosevelt School District provided a school setting typical of many school districts around Arizona. The district school selected was Sierra Vista.

This is a large K-8 elementary school bordering three long established neighborhoods made up of Afro-American, Spanish-speaking and Anglo families. It was becoming increasingly apparent by lay and school leaders during the summer of 1968, that there was uneasiness within the community. Afro-American families had begun moving across housing lines to reside in previously all Anglo housing areas. Parents were becoming more disenchanted with the local school because of a lack of knowledge of what was actually going on within the school. Many of these parents had openly criticized the schools, but after careful questioning were found to be not anti-education but anti-school operation.

During early August, state consultants and Roosevelt administrative personnel met to attempt to define a job description of new types of school personnel. It became difficult to really define a role such as that of a community aide, a community coordinator, a school aide, or auxiliary counselor. We knew we wanted someone who could serve as a liaison person between the community and the school. We also believed such a person should come from the immediate area, be well respected by members of that community, and be able to communicate with the people in the area. It was also decided that a full time elementary guidance specialist to work within the school and the community, and a guidance aide working together as a team would be the most effective approach.

In early September, the guidance coordinator for Roosevelt Schools, the community aide and the elementary guidance specialist began to define the roles of the community aide and the elementary guidance specialist. As a result of these meetings, information will be published later this year, which should provide some depth regarding the training and the definition of the role of the community or auxiliary aide. Defining this role was often a delicate situation. In no way did we want to jeopardize the professional. It was decided by all that the professional person had the authority to make final decisions. It was also decided that the diagnosis of any case would be left to the professional.

The aide is now working with young children in the school. The major part of her time is spent within the community. Often she will spend all day working within the neighborhood talking with parents and to people on the street about activities or new programs at the school. There have been eight community teas given for her during the year. As a result, the school principal has been invited into many homes he had not before entered. It was at such community meetings that some of the real problems within the school began to appear. It was also at these meetings that we began to realize the real worth of any person who works within a community structure such as this.

The second phase is to establish how much impact a program like this will have on a community. A third and final evaluation will be done in June by the Arizona Department of Public Instruction.

SPEECH AIDES IN COLORADO

By Virginia R. L. Plunkett
Consultant, Title I ESEA
Colorado Department of Education

The State of Colorado, through the State Department of Education, undertook a pilot project supported by Title VI, ESEA, to determine the feasibility of speech aides in the public schools. The pilot program began on February 14, 1968, with a three week formal training program. After completing training 10 speech aides worked in the Denver metropolitan area until May 24, 1968.

The activities the aides engaged in most were articulation (15%), clerical (29%), language (14%) and hearing (4%). It was felt that the aides could have devoted more time to hearing, particularly screening. But in several cases this item fell under the domain of the school nurse or other personnel. The speech correctionists felt there was very little need for aides in the areas of rate and rhythm, professional family contacts, phonation, and diagnostic evaluations.

The major areas of articulation in which aides were utilized were ear training, word and sentence drills, and carry-over practice. For ear training, aides drilled the children in the position of a given sound within a word, had them compare correctly and incorrectly produced sounds, and detect specified sounds within continuous speech discourse. Methodology used for word and sentence drills included reading aloud, negative practice, construction of sentences with emphasis on particular sounds, and the use of naturally flowing speech. Carry over drills consisted of story telling, flannel board activities, role playing, puppets, guessing games, and tape recordings for feedback information. All of the drill materials were prepared either by the speech correctionist or by the speech aide. Those materials prepared by the aide had to be approved by the correctionist.

The aides discussed the progress of their articulation activities with the correctionists. It was not the responsibility of the aides to directly evaluate the children in the remediation process, but to provide feedback to the correctionists and serve as good models for articulation production. This did not preclude the aide from rewarding children for correct responses. The reward took the form either of verbal responses from the aides or allowing the children to perform pleasant tasks.

Other articulation activities were engaged in, but to a lesser extent. In some instances, the aides observed the children in regular classrooms and reported to the correctionist on the success of carry over from therapy sessions. The language master, available to all but one correctionist, was used by only two aides for articulation exercises. Mirror work and tongue exercises were used infrequently. Two aides were permitted to engage in tongue thrust therapy.

Excluding articulation problems, aides spent most of their time in a variety of clerical duties. It initially was anticipated that the aides would devote much of their time to clerical capacities.

The majority of clerical time was devoted to preparing stencils, record keeping, and preparing therapy drills both for themselves and for the correctionists. The stencils were used for such things as announcements to parents, colleagues, and for therapy materials to be used with children. In the area of records, the speech aides noted the appropriate information indicated by the correctionist in both the speech and school folders. Therapy drill materials -- such as pictures with specific sounds in all positions, word lists, sentences, and stories -- were prepared. The correctionists who utilized aides for such activities felt they were relieved from these time-consuming duties, and were subsequently able to spend more time preparing for more difficult cases, working with more difficult cases, or seeing more frequently a greater number of children with all types of communication problems.

The speech aides also helped in preparation of speech books, getting children from the classroom, scheduling, typing, maintaining the speech bulletin board, distributing speech reminders, setting up the speech room, inventorying supplies and materials, and filing.

The third activity in which speech aides performed most was language, with the problems most frequently encountered due to minimal brain damage and bilingualism. Primary remediation focused on sequencing, vocabulary building, increasing auditory memory span, correcting grammatical errors, and sentence building. There was considerable use of the language master and the Peabody Language Kit in attempting to accomplish these objectives. In addition, use also was made of puppets, word cards, flannel boards, and stories. The stress on minimally brain injured children was sequencing, auditory memory span, and ear training for consonant and vowel pairs. For bilingual children, the emphasis was on vocabulary, sentence building, and correct grammar.

Aides were used infrequently for working with children who had hearing loss. The one correctionist who functioned as a hearing clinician used her aide extensively in speechreading, listening activities, and language concepts. Aides were used by two correctionists for hearing screening. Two other correctionists used aides for pure-tone air conduction tests. Those correctionists who utilized aides for screening and pure-tone tests felt they were most useful for these tasks, and that much time was released for the correctionist, permitting greater attention to serious speech problems.

Minimum requirements for aides were: high school diploma, minimum age of 18, sincere interest in children, own and drive an automobile, and meet school district requirements exclusive of a college degree.

There was general agreement regarding certain areas in which speech aides should not be involved. These included stuttering, disorders of an emotional nature, and perceptual difficulties. In addition, the majority of correctionists stated that aides should not be involved in evaluation, speech screening (excluding hearing screening), initial presentation of sounds, and parental and professional contacts. A few speech correctionists indicated that aides should not engage in speechreading, work with mentally retarded children, and voice cases. One speech correctionist stated that if the aide can perform the task then she should be allowed to do it. The majority of correctionists, however, were quite specific in what they felt aides should not do.

The majority of aides felt they were helpful from two aspects. The first was engaging in clerical duties. The second was releasing the correctionist to devote more time to working with individual children who had more serious speech problems. In addition, the released time allowed the correctionist to have more time for parent contact and conferences. Most of the aides did not elaborate on specific disorder areas, but answered in a more general way. Several aides indicated they were most helpful with articulation problems, but no other disorders were mentioned. A few aides specifically stated they were helpful in carry over activities, listening drills, tongue exercises, and preparation of therapy materials for the correctionists. Although the aides were not too specific, all 10 felt they had been helpful to the speech correctionist.

All of the speech aides were quite impressed, according to their comments, with the field of work. Some indicated it was a rewarding field, it was impressive, interesting, and worthwhile. One aide said it was overwhelming, and that there were many phases of it, but that they all overlapped. It is apparent that the answers were subjective, but the nature of the question lends itself to this type of answer. The important consideration was the favorable reaction to speech pathology and audiology, and the fact that two of the younger aides wanted to pursue it for a career. In a sense, the program may even be considered a recruiting device.

On the basis of the speech correctionists who participated in this pilot program, speech aides can be effectively utilized in the public schools. The speech correctionsits, however, should have the privilege of deciding whether or not they want or need a speech aide. Not all speech correctionsits need, nor can utilize speech aides. The areas in which aides can be most helpful, according to this pilot program, are in articulation and clerical activities. The minimum requirements for speech aides should be a high school education, a desire to work with children, some prior experience with children, and an automobile. Each school district should be responsible for hiring its own aides. Speech correctionists should have the major responsibility of deciding in which activities speech aides should engage.

In this program, it was decided that they should not be involved in disorders related to stuttering and phonation. There was no clear decision regarding language disorders related to organic etiologies. In addition, the aides should not be involved in parental and professional contacts. The speech correctionists should be involved in the interviewing of prospective speech aides. The training program should give greater emphasis to the activities in which they will be engaged. The speech correctionists favorably viewed the concept of being able to spend more time with problem cases, engaging in more diagnostic work, having reduced case loads, and having speech aides working under their supervision with problems of a lesser magnitude. It was also felt there would be less negative reaction to the use of supportive personnel if the concept were clearly defined and explained to all concerned. The need for guidelines was emphasized so that the status of the profession was rightfully understood and preserved.

At the present time three aides who participated in the pilot project are continuing their employment. Budgetary considerations caused the others to be phased out, but plans are being made to reinstate them.

Another similar pilot project is underway in seven rural counties in Colorado. A three-week training period began on December 1, 1968, which implemented the recommendations made concerning the first project's training session. More emphasis was placed on observations and practical field experiences. The project will continue through June, 1969.

A TEACHING EXPERIENCE PROGRAM

By W. M. Holm
Assistant Superintendent
Odessa Public Schools
Odessa, Texas

The Teaching Experience Program is designed for senior students in high school who desire instruction and laboratory experience in the teaching field.

Purposes of the Program

The purposes of the program are to give interested high school seniors opportunities to relate with elementary school children in teaching and learning situations. Considerable research has been done on how students learn from other students and this program provides organized structures for this to take place.

Secondly, participation in this course allows students to become involved in active life experiences in learning and teaching from which they will be better qualified to make intelligent decisions in regard to careers in education.

The third purpose is to give more individualized instruction and support services to children in our elementary schools by providing teaching assistants in the classrooms of these schools. The Teaching Experience Program provides the personnel for the teaching assistants.

The fourth purpose is in keeping with the Commissioner of Education Harold Howe's six-point program concerning society's pressing problems in that this program can to some extent end the student's isolation from the world of work by combining school work outside the regular classroom situation as a part of the educational experience.

Objectives of the Program

- .. The Teaching Experience Program provides a structure for high school students to observe and work with elementary children.
- .. It enables them to understand and appreciate the scope and sequence of the elementary curriculum, and the methods used by teachers in presenting subject matter.
- .. The program provides for students to be active participants in a frame of reference that enables them to make more intelligent career choices.
- .. The program encourages closer working relationships between elementary and secondary teachers and students.
- .. The children in those elementary schools where the program exists benefit through more individualized learning experiences.
- .. It provides systematic training of high school seniors in the use of instructional media in the elementary school.
- .. These elementary children benefit from contact with high school students who are highly motivated toward worthwhile educational objectives.
- .. The experiences of these children are enriched by the contact with students whose cultural, social, economic and educational environment is varied.
- .. From these factors, the holding power of the elementary school where the program exists may be increased.

Outline of the Course

Teaching Experience Program

Grade Placement: 12

Prerequisite: Interest in the field of education as a career, and approval of the teacher-coordinator

Credit: 1 unit (semester)
2 units (year)

The Teaching Experience Program is a cooperative training program in teaching experiences for 12th grade students. The wage for the 15 hours per week of actual employment is at the prevailing rate for initial part-time employees.

In the classroom phase, the high school students will receive instruction in the following:

- Historical development of education
- Teachers and their work
- Child growth and development
- The disadvantaged student
- Aspects of teaching
- Teaching strategies, materials and resources
- Classroom management
- Projects and research
- Educational vocabulary
- Local history: The Odessa System
- Professional ethics
- Educational planning
- Your Future as a Teacher

The on-the-job phase in the elementary school, under the supervision of a classroom teacher, consists of the following types of experience:

.. Observation of teaching and learning activities
.. Individual and small group work for reinforcement of skills
.. Preparation of teaching materials, bulletin boards, and displays
.. Record keeping
.. Assistance with group work in social studies and science
.. Read aloud to children
.. Operate equipment
.. Work with manipulative materials
.. Assist with library activities
.. Engage in research on special projects

Students in this program attend high school four hours daily, one hour of which is spent in the Teaching Experience class and three hours in other subjects. The remaining three hours per day are spent in an elementary school working in a classroom setting.

The on-the-job phase of the Teaching Experience Program is under the supervision of the principal of the elementary school to which the assistant is assigned. The principal is responsible for assignments of the assistants in accordance with individual school needs.

The supervising classroom teacher provides specific directions as to when and for whom each function is to be performed. The work of the teacher assistant should be kept challenging. Assignments of greater difficulty, and requiring greater skill may be made on the basis of demonstrated competence. The experiences and activities of the teacher assistant should serve as a beginning step toward college work in teacher education.

Admittance into the Program

The student fills out an application form on which certain questions are asked. All screening processes used are to insure proper placement. Each student also is required to undergo a job interview phase with at least two elementary principals. Actual placement in school is dependent upon results of these interviews and quotas in the elementary school.

Miscellaneous Guidelines

1. Each high school will develop a screening process for applicants.
2. The student will be responsible for transportation to and from the school to which he is assigned.
3. The guidance department and the registrar should check on graduation requirements since this course may not be counted as one of the basic sixteen.
4. During the 1968-69 school year, the program will involve 18 students from both Odessa High and Permian High, and 10 from Ector High.
5. The class will meet at "0" period and a student will take three other classes in addition to Teaching Experience.
6. Students will not be required to take physical education provided they have met the minimum requirement of two credits.
7. Course content will be developed around such topics as child psychology, sociology, cultural anthropology, problems of the slow learner, and problems of disadvantaged children.
8. A wide variety of teaching techniques will be used, such as seminars, team teaching, outside speakers, individual study assignments, and use of a variety of resource materials and audio visual materials.
9. There should be an exchange of information relative to student performances between the high school coordinator, the elementary principal, and the elementary supervising teacher. The student's grade for the course will be determined by joint evaluation with the high school coordinator being responsible for grading.

10. The program should be flexible and developmental with more specific guidelines to emerge after a year of experience.

11. That some work be done in bibliotherapy.

12. That students work in the elementary school three hours per day, approximately 17 weeks, and that they be paid on an hourly basis for their work.

13. The course will be limited to senior students, and is a one-semester course for which one credit will be given.

14. The official title for the course shall be Teaching Experience Program 40.

Qualifications of the Teacher-Coordinator

The teacher-coordinator is certified to teach at the elementary and secondary levels. This person has a keen interest in elementary education and is also a person who works well with high school seniors and elementary teachers and administrators. The teacher-coordinator should be a person who exemplifies excellent teaching techniques and organization.

Major Duties of the Teacher-Coordinator

It is the responsibility of the teacher-coordinator to arrange through the Curriculum Department and elementary principal the laboratory experiences of the students enrolled in the course. The teacher-coordinator is in charge of the screening of high school students for admission to the program. The teacher-coordinator works through the elementary principal and teachers involved for coordinating the training and activities of the high school students. In addition to instructional and coordinating duties the teacher-coordinator spends part of each day observing students' performances, consulting with the classroom teachers and in the preparation of related units for the formal one-hour classroom phase of the program.

Outcomes of the Program

- .. Promotion of interest in careers in education
- .. Providing for experiences in the world of work for high school students
- .. More individualization of instruction for elementary children
- .. Improve the holding power of the school
- .. Providing a setting for students to learn from other students
- .. Broadens and makes more flexible the high school curriculum
- .. Opens avenues of instruction and experience that are not possible under existing structures

Evaluation Phase

Provision will be made for a detailed evaluation of this program to be conducted during May of 1969. This will be a coordinated function using an accumulation of data and personal comments by cooperating teachers, principals, high school students, elementary children, the teacher-coordinator, and the Curriculum Department. The purposes of the evaluation will be to determine the program's strengths and weaknesses. An assessment will be compiled of the procedures used for the selection of students, qualifications, and placement. The outcomes or goals will be analyzed to see whether they were realistic and have been or can be realized. Evaluation of what has been the affect on the participants will be carried out.

Evaluation by cooperating teacher in the elementary school, children in the elementary school and a Teaching Experience pupil--first semester

Teaching Experience Pupil

The Teacher Experience Program has proven to be more than just another high school course. It is, as its title states, an experience -- one that will never be forgotten by those who have participated in it.

For the elementary teacher, it has meant several things. Perhaps he has been able to devote more time to subject matter because a student aide was able to assist him in some of the menial chores confronted by all teachers. It may have meant a few less papers to take home and grade, or a bulletin board prepared in time for its occasion. It may have meant a few more minutes of leisure or a less severe headache at the end of a tiring day. It may have meant a test typed and run off when the teacher had no time to do so himself.

The program, no doubt, had an influence on the elementary student, also. Perhaps it was only a reassuring smile when a child was discouraged, or it might have been a gentle hug or understanding pat on the shoulder when the child excelled. A student aide might have been no more than a new face to release a school day from its drudgery. Maybe a child was able to grasp an entirely new or unrealized concept simply because of the method an aide used to explain an idea. The idea might have been one the teacher had been explaining over and over, but the use of one new or unthought of word could provide the needed key for understanding. An aide might have been someone a child could confide in and thus relieve some tension that was causing a barrier against education.

These contributions of the program, in themselves, make this program successful. However, we feel the greatest contributions of all are the ones received by the student aide.

To those who plan to go into the field of education, this course is most valuable. One can be taught from a textbook and others can tell of their experiences, but until he has been in a classroom and had person-to-person contact with students, he cannot fully understand what teaching is all about. In past years, someone who planned to be a teacher did not get this opportunity until he was almost finished with college, and then he did his practice or student teaching. If, through this experience he found teaching was not his field, he had wasted several years of time which he could have devoted to finding his "called" profession.

Children in the Elementary School

1. How has the aide helped you individually?

   - .. The teacher aide helped me most in spelling. She wasn't much older than us, and we could explain our problems to her more easily. Her skin color didn't matter at all. It really brought a better understanding between us.
   - .. The aide helped me a lot; she explained the things to me that I didn't know. She was like a big sister to me.
   - .. The teacher aide seemed to close the "generation gap" between younger people and older people.
   - .. I wouldn't have made any good grade without her.
   - .. The teacher aide helped me make better grades by working with me individually. I don't believe I'd be as smart as I am now without Miss Debbie.
   - .. The teacher aide helped me in math that I didn't know. I would not have passed my arithmetic without a teacher aide.
   - .. The teacher aide helped me to do more work. The aides helped me in math when I got stuck. They gave me help that the teacher can not give if she is helping someone else.

2. How has the aide helped your classroom in general?

   - .. Having a teacher aide helped our room by letting more learning go on at once.
   - .. The teacher aide helped the room by giving help to individuals. There is only one teacher in a room, and with one teacher aide, you can help twice as many children at one time.
   - .. She brightened up the room like a star when she came in.

A Cooperating Teacher

The aide for my room came to us each Wednesday and Thursday at 9:00 a.m. and stayed until 10:30 a.m. She was a charming Spanish-speaking girl. The children loved her. They told her so each time she came.

She helped in many ways. She got the little ones settled -- such as getting coats off and in the proper place, in their own chairs, etc. She listened to things they had to tell -- such as where they had gone or what they had for dinner. She had a favorable comment to make to each child. They thought she was great.

She collected lunch money and saw to it that the money was put in each child's envelope. Some days she helped one group with the headsets at the listening center. Most of the time they listened to the "Talking Alphabet." She helped them keep their places on the picture card. Other times they would take instructions from the tape recorder that had been previously taped (while working on a writing paper or arithmetic or color paper).

At times she worked with flashcards, with a group or with individuals who needed extra drill. One of the most important reasons for having aides is to reach individual students. She assisted students who needed help and who would otherwise have had to wait until the teacher could get to them. This prevented many behavior problems.

She checked phonics, art, arithmetic, and writing papers. She encouraged a few lazy students by talking to them confidentially. She settled little disagreements about colors, pencils, paper, etc. She encouraged them to do their best work at all times. At times I thought she must be a child psychologist; she worked such wonders with the children.

She helped with bulletin boards, duplicated materials for seat work, helped laminate pictures for classroom use, distributed materials, read stories and helped children use the overhead projector.

She helped supervise the lunchroom at noon, policed the serving line to help children choose food and to have the correct amount of money to pay for food. She comforted children whose feelings were hurt.

We tried to give our aide a broad overview of the many things that go on in a first grade room. I hope we have helped these young students develop a more basic understanding of the teaching profession, and that we fired their desire to become good teachers.

It seems to me that we are doing a very worthwhile thing by giving our young people a meaningful, important, paying job while getting a taste of what teaching is like. It seems to me that this is the proper time and place for a young person to make up his mind about teaching, and not after a lot of time and money has been spent only to find out that teaching isn't what he wanted to do at all.

APPLICATION FOR TEACHING EXPERIENCE PROGRAM
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

Date____________________

Name____ Age____________________

Address______________________________________ Telephone No.________________

Social Security No.____________ Height__________ Weight__________ Sex__________

Physical Condition____

Number of Credits____________________ Average Grade________________________

Parent's or Guardian's Name__________________________ Occupation______________

What do you plan to do after high school graduation?____________________________

Are you considering teaching as a career?______________________________________

What is your favorite subject/subjects?____

SCHEDULE

Period	Subject
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Name the clubs or activities in which you are or have been an active member.______________

____

Are you willing to accept and perform the duties and responsibilities required of a Teacher Aide?____________

Will you be able to provide transportation to and from the job?______________________

Parent Approval____________________________________

Student Signature__________________________________

THE USE OF VOLUNTEERS IN SCHOOL DISTRICTS

By Dr. Patrick Lynch, Director
and
Joan Mortimer
Educational Service Center
Albuquerque, New Mexico

I am Mrs. Mortimer and I organize volunteers in the 29 school districts we serve in northern New Mexico. These volunteers in some cases were associated with VISTA and in some cases were simply picked from the community. One of the things which really makes volunteer workers outstanding is the enthusiasm and interest which most of them bring to the job. They are there because they are truly interested in what they are doing, rather than because it's remunerative.

One of the things we say to VISTA volunteers in the training period is that they are involved in the community to give service.

It is very difficult to prepare a case study on a tutoring project that will really tell you what tutoring is. It's like trying to tell people what a dinner party is by describing one you have been to. Every time you set up a tutoring situation, it's different. It depends on what the raw material in the area is, what the school organization is like, and so forth.

One of the difficulties is to find generalizations about tutoring projects that are true for all of them. One purpose is changing the people involved -- changing the tutors, the housewives or mothers, the college students or high school students. There's a tremendous impact on the student from the tutoring experience.

We had an urban situation in Ohio. We used tutors both from the inter cities and from the suburban areas. You can imagine how many different objectives we had in mind in exposing them to each other. But even more than that, we let the community know what the school's business is and how tough it is sometimes to do that business.

The younger child benefits in many obvious ways by relating to an older child who's interested in school by actual academic progress, by improved self-image. But the other thing is what the high school student gains. Someone commented that it would be lovely if all the ladies could put on hats just for tutoring. It does something marvelous for a boy to have an adult male tutoring. We have to change the homes if we're going to change the children. We only have them so many hours a day, and then they go back to their home. We try very hard to get to the parents to make changes in home management, but we haven't hit on any one key as to how you go about changing homes. But you take a mother and let her help in the first grade classroom, and she has pre-schoolers of her own, she's already beginning to think greeting the children is fun.

Sometimes not all the objectives are served, but one needs to be flexible to examine all resources. It depends on who your tutors are and what you can hope to achieve with them.

We had a very interesting program in Magdalena. It was one in conjunction with an elective course. The high school offered an elective in psychology. There were about 22 tutors who were high school juniors and seniors. They tutored both elementary and junior high kids. The junior high students were probably too close in age for this to be successful. High school to elementary is a better age ratio. The best luck we had in junior high was having a buddy system. They tutored in many areas -- anything that the child "needed or wanted" -- sometimes mathematics, sometimes science, sometimes social studies, but usually reading.

They tutored one to one in the counselor's office. Sometimes they used classroom materials, and this posed a problem. Will the tutor just extend what the teacher is doing? Will she sit down and help the child with a sixth-grade workbook -- or if he can't do sixth-grade work -- will she make up some exercises about on the second-grade level that he can do? The answer depends entirely on the school and the teacher with whom the tutor is working. The materials are very important.

The Albuquerque Tutoring Council incorporates all kinds of different people -- housewives, high school and college students, etc. This allows for differentiated goals. However, the interesting thing is that within even the groups with differing goals, people bring with them different skills and different backgrounds. Some of the housewives have been tutoring for three or four years and have progressively become more sophisticated. They really have a certain amount of knowledge about what reading consists of -- that you don't just simply pour over the words and reading comes out; that there are a lot more skills than that in phonetic skills and so forth. Some of the college students are in education and are receiving additional training and can do quite a professional job. Some of them find it very interesting because they have to go out and put into practice the things they have learned in class.

The high school students are much the same as high school students anywhere except that we have kind of a matching arrangement where students from the Northeast Heights go down to the Valley (barrio). Those from the private schools, for example, go somewhere else. My feeling is that tutors are useful. A tutor who comes from a different school is fine. There are many arguments in tutor training as to whether the tutor should be entirely a morale booster. There are others who think all this is a waste of time, who think it is not very academically oriented, and that it should not be allowed to tie up instructional time.

VISTA volunteers, by and large, see themselves as a change agent. They often are not interested in doing the tutoring; they want to organize the tutoring. Within a school, if you're going to use any significant number of tutors, it's extremely useful to have a leader so the school is essentially dealing with only one person.

The Albuquerque Tutoring Council functions as a designation point for materials. It has handouts on tutoring mathematics, science, etc. It has set up the training sessions.

It can be marvelous if a teacher sees the tutor as a resource and not just as one more thing. The important thing about volunteer tutoring is the broad educational experience it gives, other than the obvious one of raising the level of students' knowledge.

THE USE OF AIDES IN NAVAJO AREA SCHOOLS

By Mrs. Faralie Spell
Chief, Branch of Curriculum and Instruction
Bureau of Indian Affairs, Navajo Area Office
Window Rock, Arizona

The Bureau of Indian Affairs is divided into eleven geographical areas. The Navajo area is the largest geographically and also the largest in terms of the number of people served. The Reservation, because of its size, is divided into five agencies. We serve Indian pupils who for some reason or other are not able to attend public schools. We have a school population of about 30,000. We have about 1,000 teachers on our staff and additionally, between 500 and 700 persons involved in our dormitory operations.

The Bureau of Indian Affairs has long been involved in the use of auxiliary personnel in its classrooms. Within the area of my own experience, I have had the pleasure of working in the classroom with aides who were of unlimited value, and of observing teachers and aides working as a team to bring understanding and relevancy to the teaching-learning process for Navajo children.

In the mid 1940's when the special Navajo program was conceived, an integral part of that program was the teacher aide team. Youth entering this program at its inception had educational needs perhaps unparalleled in all America.

At least 10,000 of them were 12 years old, or older, had never been to school, or had attended very little. They were for the most part non-English-speaking and functionally or entirely illiterate. Most serious of all, they were almost totally inexperienced in the major culture of the nation. Time and need demanded a team approach.

Aides in these classrooms at the beginning of the program were called teacher-interpreters and later instructional aides -- not to be confused with the instructional aides who are part of the dormitory staff. A non-Indian teacher could not have functioned in such a situation without the aide. Meaning, in the beginning stages, was brought to everything done in the classroom through the aide's interpretation in Navajo. Teacher and aide planned together and evaluated together, or perhaps I should say evaluated and then planned.

Directions were given in English and then in Navajo. Much of the time was spent in the first years of the program in developing enough facility in English so youth could become functionally literate. The teacher would teach; the aide would reinforce. When concepts were introduced and extended which were abstract in nature, it was the aide who made understanding possible. Perhaps the most significant factor in this relationship was the awareness on the part of the teacher of her dependency on the aide -- a factor sometimes missing in teacher-aide relationships.

For clarification, boarding school houseparents are classified as instructional aides by Civil Service. Their functions are different in some ways and alike in others, but certainly of at least equal importance. The main function is similar to that of the teacher aide -- the reinforcement of the self-image and the self-esteem that a native person can bring to working with the children.

Before speaking about the use of aides in Bureau classrooms at the present time, perhaps some general distinctions should be reviewed of terms relating to auxiliary personnel. The various kinds of auxiliary personnel as we see it fall quite naturally into two broad categories -- task-oriented aides who perform such duties as duplicating materials, typing, marking papers, and making charts and bulletin board displays; and people-oriented aides who help pupils as well as teachers. They perform functions which parallel, but do not intrude on the professional teacher's work. It is this latter category in which we are particularly interested, although we do not rule out assistance in some of the areas of the first category.

The present use of auxiliary personnel in classrooms in Navajo area schools was made possible by an amendment to the Elementary Secondary Educational Act, which made children attending Bureau schools eligible for benefits of this Act. Public Law 89-10 provided funds for the 133 classroom aides, and 94 percent were Navajo.

They are assigned primarily to lower elementary classrooms. Unlimited benefit is obtained from having concepts introduced and reinforced in the vernacular. By assisting in working with subgroups within the classroom, aides reinforce what has been presented initially by the teacher, and also reduce the teacher-pupil ratio within the classroom.

Illustrative duties performed by these aides are: recording data in pupil folders, keeping attendance records, ordering supplies, reading to children, telling them stories and legends related to Navajo history and culture, keeping alive weaving and silver smithing, escorting children on enrichment field trips, assisting in laboratories, with puppet activities, with lunchroom supervision, and tutoring individual pupils.

Through 89-10 funds, Avco Economics System Corporation was contracted by the Washington office of the Bureau to provide training on a Bureau-wide basis in working with aides. As a result of this contract, we have three volumes of The Preparation of BIA Teacher and Dormitory Aides. Just skimming the table of contents in these volumes will give some idea of the material covered -- Why Teacher's Aides; Recruitment and Selection of Teacher's Aides; The Preparation of Teacher's Aides; Force Content; Kindergarten through Twelve; Administration Programs and Future Aides; Exceptional Children; and Indian Cultures.

Volume II treats such topics as the Use of Local Residents as Teacher's Aides and Tutors; Aides for Teachers; Should Teacher's Aides be More than Clerks; Teacher's Aides How They Can be of Real Help; Job Descriptions of Elementary and High School Aides; Assistant and Teacher Aides; Learn Teacher's Loads; Detailed List of Potential Teacher Aide Activities and Rational for Utilization of Auxiliary Personnel in School Systems.

Volume III pertains primarily to the training given on a Bureau-wide basis. One weakness, perhaps, in this training was that there was not enough carry-over into the classrooms. This volume pertains to recruitment and selection of aides; preparation of aides; course content; the teacher aide in the classroom; administration of programs; and another section on Indian cultures.

Of prime importance in our program on the Reservation is the part played by aides in five classes of field testing and adaptation of the American English Series being done by Dr. Mary Jane Cook from the University of Arizona, and five other aides who are working with newly developed English as a Second Language materials of Dr. Robert Wilson of UCLA.

Representative tasks being performed by these aides include: reinforcing concepts being presented by the teacher; working with small groups; assisting with preparation of equipment and realia for teaching; counseling pupils and helping them solve personal problems; clarifying meaning of vocabulary items, or concepts being presented; testing understanding the vocabulary items, and the concepts involved; and being someone with whom some children may be more able to relate than with the non-Navajo teacher.

I would like to tell you a little bit about our efforts in the development of English as a Second Language material, based on a contrastive analysis of English and Navajo -- again thanks to 89-10. For a number of years now, we have been using the American English Series as our basic guide in teaching English as a Second Language. We have been no more satisfied with it than we are with most materials that we must use which were not developed specifically for Navajo children and, therefore, have to be adapted to make them relevant. However, they came closest to meeting our needs of anything available at the time of "adoption." And I say "adoption" in quotes because we do not insist that this is the only thing that is used by any means. Consequently, we are delighted that Dr. Cook is adapting the American English Series to needs of Navajo children and is basing her adaption on a contrastive analysis of Navajo and English.

We are equally as excited about the approach Dr. Wilson is taking in which he has dumped the fruit basket upside down, so to speak, and has started with a completely new approach to teaching English as a Second Language specifically related to young children, which involves much more emphasis on listening so that children may have a better opportunity to internalize not only the sounds of English but the stress, the intonation, and the rhythm as well. This approach reflects the viewpoint that young children should not be forced to speak a second language until there are some indications of readiness. Since this approach is innovative and a variety of listening activities replace speaking in the beginning stages, the aide has been invaluable in keeping up the required momentum for that teaching.

For the first time in the history of the Bureau, we have established 17 kindergartens this year. Here, too, the kindergarten aide and the kindergarten teacher work as a team. While several of the kindergarten teachers are Navajo, in other schools the aide is the only adult who speaks the native language of the children and, therefore, is an especially essential member of the team.

During the first months of school he or she -- because we have both male and female aides -- was the one person with whom the children could develop their first away-from-home relationships, communicate, and seek direction and assistance. The teacher and aide made visits to the homes of the children before school started. The aide who had been recommended by his or her chapter members is a member of the local community. A chapter is a part of the political organization of the Navajo Tribe. On the first visit, the aide introduced the new teacher to the parents and acted as interpreter if the parents spoke only Navajo.

Additional tasks of the aide include preparing materials and snacks for the children, assisting with activities and trips, observing and recording the children's responses to the program, and cleaning and repairing of equipment. The aides have specific information about the plan for the day, are involved in making the plans, listing materials and supplies needed, and are trained in their use.

The aide knows procedures to be used in case of an emergency, illness, or accident.

Books and pamphlets are available to provide guidance in understanding young children, and to provide professional growth for both aide and teacher. Some of the aides plan to attend college workshops and summer sessions to begin to prepare themselves for a teaching career.

Teachers in these programs are not required to meet the same requirements as regular teachers. We have a new classification under Civil Service, and they are called training instructors rather than teachers. In this way, we have been able to bring Navajo teachers into the classrooms who have maybe two years of college or at least do not have their degrees. They are working out very well.

At the beginning of the year, the aide rode the bus every morning and greeted each child as he was picked up at the bus stop or in front of his home. Then he or she also accompanied the children on the bus in the afternoon and gave each child a parting farewell as he left the bus.

Although there are modern cafeterias in all of our schools, the kindergarten children eat their noon meal in the classroom. Here the aide assists in teaching the children how to set the table -- naming the items, first in Navajo then in English, learning concepts of left and right, full, empty, more, spill, pour, vegetable, meat, dessert, etc.

Neither the teacher nor the aide does for the child what he can do for himself. They provide time for the child to serve himself from a serving bowl, butter his bread, pour his milk, remove his plate and other dishes from the table when he is finished, wipe his place at the table, and wash and dry his hands. Then he is free to choose an activity until all children have finished eating and the dirty dishes and serving utensils are removed.

At the end of each day, the teacher and aide talk together and share their observations, notes, and experiences concerning the children. From this information, what can they hope for the next day? Can John who wants to do nothing but push the truck from one end of the room to the other be encouraged to build a trading post and park his truck there and maybe become the trader, or could he perhaps let another boy drive the truck -- his truck now -- up to the gas tank where he will be able to buy gas from the trader?

The aide is a model. In the housekeeping corner, little girls identify with the aide if she is a woman. They imitate her voice, her English, her Navajo, her actions, her mannerism. They select clothes from the play corner that resembly those she is wearing.

The aides are warm and friendly. Sometimes it is necessary to spend time watching and just listening to the children. When working with the children, the aides are relaxed and will sit on the floor, on a low block or a small chair while talking, reading, singing, or working with them. They reflect a sense of humor and a fairness in setting limits that have been jointly agreed upon.

Aides are also an asset in our special education classes. I visited a special educational classroom at Aneth Boarding School in Utah. It was a delight to observe the teacher and aide working together as a team with these handicapped children. In conference with the teacher, she highly praised the aide. It was evident that these two worked as a team with mutual respect for one another and a clear understanding of working together.

Lest I paint too rosy a picture, let me say that we have encountered problems as well as success in the use of aides. It would appear that problems generally stem from a lack of understanding on the part of the teacher of how to make the best use of the aide, and lack of understanding or perhaps hesitancy on the part of the aide. It also appears that orientation and in-service training are the solutions to a good part of this problem.

There is a notable difference in the manner in which the aides in the kindergartens are functioning in comparison with those in other classes. This can be partially attributed to the fact that we were able to employ the kindergarten aides from regularly budgeted funds which meant that they were employed at the same time as the kindergarten teachers; and participated in six weeks of summer training with the teachers before they ever entered the classroom.

Employees under 89-10, on the other hand, can be put on duty only as funds become available. Consequently, not too much orientation prior to entering the classroom has not been possible and in-service training has been limited. There is no question but that training can help to solve the problem.

We are now consulting with two institutions that have teacher aide training programs to submit proposals for summer training for perhaps 15 teachers and their aides. Selection will be made from those who will be involved in further field testing of the Cook and Wilson English as a Second Language materials the next school year.

Objectives of such training will be to establish both aide and teacher attitudes which will tend to put the aide's role in proper perspective. The aide needs to become aware that she is an integral part of the classroom format, that she must assume that role when the need arises, and must perceive the need herself.

The training program must stress the fact that the aide is important, and is a contributing member of the faculty organization. It will be based on the philosophy that the aide must see herself as one who has the responsibility of perceiving trouble spots, opportunities tohelp, and time to become wholly involved. The teacher must also have this same understanding. Aide and teacher need to realize that they are partners in this business of education.

The only way a teacher aide program can work for the benefit of all is if the teacher and the aide work as an instructional team. This means joint planning, joint evaluating, joint participation in the conduct of the room, and joint respect for each other's role as an educator. There can be no jealousy involved. There is no room for false pride.

Another problem we have encountered is aides being pulled from the classrooms to serve as substitute teachers or clerks. Choices have to be made when we face such staff shortages, and I do not criticize principals or supervisors for doing this in some instances; but it is certainly something that needs to be guarded against.

We have heard much about teacher aides in the classroom, the assistance they can give the teacher, the subjects with which they can deal, the kinds of operations they can perform, etc. So far as aides working with Navajo children are concerned, their greatest contribution comes from relating with children. The empathy they reflect and the sensitivity they manifest for the characteristic peculiarities of childhood behavior are their greatest contributions. The is particularly important in cross-cultural education.

MEDIA CENTER AIDES IN SUPPORT OF INSTRUCTION
OKLAHOMA CITY PUBLIC SCHOOLS

By Sam Gentry
Teacher Consultant
Oklahoma City Public Schools

The nucleus of the teacher aide program in Oklahoma City is the Media Center Aide. This presentation will portray the Media Center philosophy in Oklahoma City, and the relationship of the aide to the professional librarian, the principal, the teacher, and the student. We will see the role of the Media Center Aide as it is developing in Oklahoma City.

A media center is needed in each school to provide teachers and students with the wide variety of materials essential to today's curriculum, according to the philosophy of the Oklahoma City Public Schools. All materials must be easily accessible to students and teachers. They are utilized throughout a building as tools for learning. Media not available often may be produced. These should be teacher-planned but not necessarily teacher-made.

Equipment storage is part of a Media Center's function since audio visual equipment is needed to use most non-print media.

Though professional media specialists -- such as librarians -- are needed to plan and implement a program, many necessary media tasks can be performed by trained adult aides. These aides provide a variety of supportive services directly and indirectly for the classroom teachers in Oklahoma City Public Schools.

Media aides at the elementary level are directly responsible to their principals. Communication is frequent and informal as the principal reviews the aide's weekly schedule. A good relationship and open lines of communication between the aide and the teacher are very important. The teacher must make certain the aide understands what media he is planning to use in his classroom and when they will be needed.

Aides help children directly as well as through the teachers. Here two children receive a boost in finding the information they need from the card catalog. Sometimes a friendly suggestion about a magazine or book is made by the aide and is welcomed by the student.

Sometimes the aide's job is strictly technical. The dry mount press is an important addition to any media production room. Aides mount pictures on board for better display and safer storage. Another essential in the production room is the dry copier. With a master and some process paper attractive transparencies are as easy as one, two, three -- if you know how.

Even without a special production room the media center aide makes quick work of a copy job on a mimeograph. Aides take a three-week training course to become proficient with these and other machines. Every classroom becomes a viewing room with a rear-view projection unit and a capable aide to set up the film and deliver it to the teacher who requested it.

When new equipment is purchased for a school, as in the case of the video tape recorder, special in-service sessions for aides are required. The typewriter is not new equipment, but its operation is essential to the successful media aide. At order time all aides may be drafted for typing and filing order cards.

For the big job of centralizing an elementary school's media collection, several aides work with a field librarian to process and shelve the materials.

Periodicals are a valuable research tool. Aides keep periodicals in order and distributes to students and teachers. Supplies are another category of items to be distributed through the media center. Aides keep records of supplies received and check them out to teachers who request them. Maps are easily located when they are labeled and stored on a simple rack.

Aides deliver filmstrips and a projector to the classroom on a portable cart. She will set up the equipment and then return to the center, or she may remain in the classroom to operate the projector if the teacher wishes.

Pictures make wonderful teaching tools but they must be clipped, mounted, and subject headings assigned before they can be used or stored. The media aide is able to do this for the teachers.

Filing catalog cards is essential if students and teachers are to use the catalog as a finding tool for the media in the center. Other tools for locating media are the Readers' Guide and a variety of special indexes.

The experienced aide can do simple bibliographic searching and save valuable time for the teacher.

Not every aide in Oklahoma City does all the jobs mentioned. The role of the media aide varies according to level, size, and program of the school in which she serves. Though all secondary schools and a growing number of elementary schools (now approximately half of the total number) are served by one or more media aides, the demand for aides is increasing.

Oklahoma City plans to hire additional media center aides each year. As equipment and production activities become more complex, the system faces a need for trained technicians as well as aides. Through the Vocational-Technical Area School, it is hoped to provide the training program necessary to allow some present aides to advance to technician status.

In their present roles, however, the aides have been highly effective in providing support for the instructional program in our schools.

ATTRACTING AND QUALIFYING PERSONNEL TO MEET CRITICAL MANPOWER NEEDS IN COLORADO

By Virginia R. L. Plunkett
Consultant, Title I ESEA
Colorado Department of Education

Attracting and Qualifying Personnel to Meet Critical Manpower Needs in Colorado culminated in a booklet on the use of teacher aides, as well as in a program funded under EPDA.

We feel it is very important that there be pre-planning for teacher aides. We believe so because the school belongs to the community it serves. The major changes in its method of operation should be undertaken with the full participation of the community. The parents need to feel secure in the fact that the changes taking place are in the best interest of quality education for their children. Persons in the community who represent other interest, such as business and industry, also have the right to know what changes are going on in the schools.

The introduction of teacher aides is quite a change in the schools. Superintendents should involve teachers, principals, and other professionals early in the process of introducing aides into a program. This makes it possible for them to be a part of the decision making process, as well as interpreters of those decisions to the community. We have recommended that a wide cross section of the community be involved in pre-planning for teacher aides. This should include formulation of personnel policies to govern the selection, employment, and assignment of teacher aides, counselor aides and home-school aides.

Pay scales for aides should be established and the possibility for advancement arranged. Provisions for the cost of the auxiliary personnel should be made within the school budget.

Specific educational criteria to be used in assuring that training will be provided to persons who show promise of being teacher aides are:

1. Age requirements for teacher aides should conform to local school district policies.

2. No minimum educational requirement for aides should be set. They should be determined by the districts themselves.

3. Aides must be of sound physical and mental health.

4. A counseling procedure will be used which provides aides who are able to establish rapport with children and adults, have a strong desire to learn, and enjoy working with children. They may also have specific skills and abilities to bring to the educational process, such as carpentry skills, or skills in foreign languages.

How do we recruit these people? Policies and procedures set forth in the recruiting process include:

Advertising positions can be accomplished through a variety of media. These include notices from schools, announcements in newspapers, on radio or television, communications through churches, civic and private organizations, governmental agencies, etc.

The choice of the advertising media will be based on the objectives of the program and the types of populations the advertising seeks to reach.

While the ability to carry out the tasks of the school program should be the first concern in the selection of candidates, recognition should be given to the needs of candidates from disadvantaged positions, or disadvantaged populations.

Salary, days of work, vacation, opportunities for advancement, fringe benefits, and opportunities for continuing education are explained to applicants on their initial contact.

Final selection and placement will be made by the school, and the school should prepare criteria for the selection and job descriptions for use in the initial screening of the applicants. Job descriptions are rather important in that there is an understanding by everybody concerned as to what the aide is expected to do, what the needs are, etc.

Professional personnel who will work with the aides will be involved in the final selection and placement to assure the formation of compatible teams. It is vital that the teacher who wants and needs an aide, gets one; and one who doesn't want one, does not have one forced upon him.

School districts are encouraged to include salaries for aides as a part of the regular salary schedule. These should be in harmony with other non-professional salaries in the district, such as bus drivers, cooks, and secretaries. Consideration should be given to the training and experience of other classifications compared to the aides. Increases should be available to aides as they improve their preparation and expand their experience.

Training programs should be provided for voluntary aides, and student aides if funds are available. Priority should be given to the salaried aide programs.

We recommend that preservice training for aides consist of not less than 60 hours; more time can be provided if necessary. Training programs shall include both professionals and non-professionals who are involved in the program separately and together. This is a very vital consideration, and is one part of the Title I guidelines. If you have aides in the classroom, then the teachers and aides must be trained together in their preservice and in-service training. The plan must contain elements to prepare pupils for the inclusion of aides in their classroom. Pupils need to know what would be expected of the aides, and their role, and how the aides can help.

Training programs should have a reality orientation. Theoretical concepts should be extracted from a continuing analysis of daily activities. The aide might have to know how to operate a controlled reader, so there would have to be special attention given to the use of equipment. Role playing with other aides would be appropriate for the home visiting aide. Simulated experiences of various types could be helpful to the aide in gaining an understanding of children and their needs. Films depicting children under emotional stress, television tapes, and a variety of media can lend an air of reality to the learning of general theoretical principles.

Training programs might include the following as a basic minimum preparation:

Relationship of the school to society.

Human growth and development.

Goals and procedures of the school where the aide will work.

Skill and content training related to the job that the aide will perform.

Ethical behavior of school personnel.

Remediation in basic communication skills for aides, as needed.

The professionals who will work with the aides should be involved in the training programs to provide aides with the following sorts of information:

The expectations for the aide's role in the classroom. How do the teachers view this?

The experiences provided for the children.

The differing approaches that teachers may use in their instructional methods.

To effect the most harmonious working relationship between the aides and the teachers, the teacher should be directly involved in the training of the aides. To do this, the teachers may find it necessary to explore the new orientation of their own professional past since the aide can take responsibilities from any of their routine tasks. The teacher should not allow herself to do anything that the aide can do well.

In-service training should be planned so there is a possibility for the aides to enter the service at any level of preparation, and continue through the graduate level, if they are so motivated. Arrangements should be made for aides to receive college credit for work completed. For aides who have not completed high school, help should be given toward the passing of equivalency examinations so the aide may take the steps necessary to enroll in the college program. Such an arrangement may provide one way for a disadvantaged person who may have missed the opportunity to find his way out of a life of despair. While this is not the primary purpose of the aide program, it is extremely valuable. It can even result in changed attitudes towards learning by disadvantaged pupils.

In-service sessions might be of two types. The first is direct job-orientation where teachers and aides may meet together after school. The aides may meet during the day for one or two sessions per week for classroom management, or to learning what skills are taught in the basic reading program. Instructors could be college personnel, or the local professional staff.

The second type might be conducted by the college on campus, or through extension service. This would lead the aide to become better qualified individually to professional certification, if the aide desires it, etc. The college could make summer programs available for aides. Wage incentives by the local school district might be very valuable in encouraging aides to continue his education.

Some duties the aides might perform under supervision of the teacher include:

Assisting the teacher with instruction, playing a game with the children, listening to the children read, setting up experiments in the laboratory.

Involvement in home-school interaction.

Counseling in helping prepare data, scoring tests, and organizing materials.

An aide might be used in library services, helping check books in and out, helping students find books, shelve books, prepare books for binding.

They might be used in technical service, helping prepare audio-visual aides, or operate equipment. Or they might be used in general school services, like keeping health and attendance records, checking supplies, supervising halls, monitorial and clerical duties, and so forth.

Since individual programs will differ from district to district, evaluation of the teacher aide program should be based on the program objectives. If, for example, one program objective is to increase the amount of individual attention given to the pupil, observation should be made relative to the amount of individual attention given prior to beginning of the aide program. This should be followed by subsequent observations to determine the effect of the aides on the objectives. Evaluators responsible for the program will have to determine what parts of the program are to be evaluated.

One of the best sources of information might be found in the activities or tasks performed by the professional and the paraprofessional. Information relative to the amount of time teachers spend doing individual diagnosis of pupil needs, taking attendance, or handling lunch money should give greater insight into the professional task by the teacher. Other information which might be researched might be such things as teacher turnover, pupil attendance, general achievements, dropouts, and numbers of emotionally disturbed pupils.

In any evaluation program, it probably is wise to involve all of the personnel working in the program. This is vital. Sources of difficulty may be located and solutions derived before major problems occur.

Participants in the evaluation probably would include aides, teachers, parents, students, and supervisory and administrative personnel. Results of the evaluation should be made available to the participants in the program, and become part of the in-service program. Evaluation is for program improvement. This should serve to improve self-evaluation and objectivity on the part of the participants, and lead to constructive program improvement and change.

TEACHER AIDES IN ACTION

By Ben Stephens
Director of Title III
Fayetteville School District, Arkansas

and

THE 30-HOUR PROGRAM ON THE TRAINING SESSION FOR TEACHER AIDES CONDUCTED BY THE UNIVERSITY OF ARKANSAS

By Dr. Robert Cornish
Professor of Elementary Education
University of Arkansas

I am Ben Stephens, Director of Northwest Arkansas Supplementary Education Center in Fayetteville, Arkansas, and my colleague is Dr. Bob Cornish, Professor of Elementary Education at the University of Arkansas. Dr. Cornish was director of the seven county area in our in-service and teacher aides training program.

We would like to discuss our teacher training, teacher aide training program that the University of Arkansas conducted for the seven county area. Our center contracted with the university for the instruction for this training. The man who did the work in this program was Dr. Cornish. He will tell you something about the things that were stressed and how the job was accomplished.

I'm Bob Cornish. I was new at the University of Arkansas last fall when one of the first things they said was "We are going to have a teacher aide program. We have contracted for a 30 hour in-service program and you are it." So I learned about teacher aides rather rapidly.

We had approximately 170 participants including teachers and teacher aides. We tried to get the teachers to come together for the 30 hours of the in-service training. The teachers and aides included people working in grades one through twelve.

The first six hours of our program were spent on campus. We felt one of the things that made our training program more successful was that it was done on school time. Teachers and aides were given free time, and substitutes were hired and paid for by the school board.

The first day we covered such things as legal aspects of teacher aides and position of teacher aides. We spent quite a bit of time in small groups talking about attitudes, rapport with the children, getting along, etc. We tried to outline ideas of what a teacher aide could do to help a teacher, the responsibilities, etc.

The rest of the 30-hour in-service training program was done at six centers throughout the seven counties. We spent quite a bit of time on child growth and development and on the use of instructional media.

The entire program took about two months altogether. We told the teacher aides at the very beginning to tell us what they wanted for the last six hours of their training. Believe it or not, they wanted more child growth and development. They wanted to know more about children. They asked for help in art education. They asked for help in first aid.

Some of them wanted to work in the libraries, and they wanted help in the library.

At the end of their 30 hours we gave them a diploma which said that they had completed a 30-hour in-service training program.

TRAINING OF INDIAN-SPEAKING AIDES FOR THE HEAD START PROGRAM

By Dr. Norma Richardson
Director of Teacher Training
Community Action Program
Arizona State University

Our program has approximately 4,000 children and comprises children from approximately 100 different tribes. We have almost 200 Head Start Programs and more than 800 people to train. We have training programs that go on the year round which are funded from the Office of Education. Our programs are designed to meet three different kinds of training needs. We have large group training where everyone comes together at a university or a college. We have geographically located training stations. And, finally, we have in-service training, so that each one of our 800 aides and teachers have training at least three times a year, and three different types of training.

In some locations we train your teachers and your aides together. Let me give you an example of the workshop we had up on the Navajo Reservation. We got the whole agency together -- a total of about 100 people. We divided into three separate groups. The first was made up of teachers who had previous experience; another was a group of aides who had had very little experience or only some experience. Another group was composed of those who did not speak English.

In the group of teachers, we talked about what a curriculum was, how you build it, how you develop it, etc. The group of non-English speaking aides discussed cultural differences. At the end of an hour we took our teachers, put them with English-speaking aides, and had them explain what they had learned in their previous hour. So they, in turn, became the teachers. At the end of the third hour, we brought the people back together again so the teachers and aides from the same centers were working together. They designed the classroom, using the floorplan that the aides had drawn out. The theory was that the teachers had taught them to develop their own centers. This was one workshop.

Another workshop incorporated video tapes and live TV. We would have a demonstration class with people working on TV. During this demonstration, some of the teachers would go in and do the teaching. Another group would be watching the teachers teach. We would be taking video tapes all the time so that the third group could see themselves teach. We ran this on a rotation basis for two weeks so everyone had a chance to watch demonstration teaching, to watch themselves teach, and to view other people teaching.

In some of our classes aides and teachers worked together to form curriculum groups. They designed their own materials for their situation. We had administrative workshops where all the administrators for Head Start came together and worked out policy and developed a policy book.

TEACHER AIDE TRAINING AT A LOCAL LEVEL

By Gilbert Archuletta
Language Arts Consultant
Taos Municipal Schools

and

George Ortiz
Director of Migrant Education
Taos, New Mexico

I'm Gilbert Archuletta. The title of my presentation is "Teacher Aide Training at the Local Level." Title I provided teacher aide workshops sponsored by the State Department of Education, Title I ESEA Services, and conducted by Taos Municipal schools. The participating schools in our local workshops were Taos Municipal School, Penasco Independent School, Ojo Caliente, and Espanola Municipal Schools.

North and north central New Mexico is comprised of Taos, Rio Arriba, and Mora counties. Of these, two of the counties are participating in our local workshop -- Taos and Rio Arriba. Northern New Mexico has been traditionally an economically depressed rural area so the Title I program comes in very advantageously. Taos was designated as one of the contact schools for Area IV, so we conducted our workshop there. However, since we had coordinated education with Migrant Education, we also included Espanola and Penasco.

The local workshop began in the summer of 1968 with the State Department of Education designating Taos as a contact school for the main district.

The main workshop was scheduled at New Mexico State University. Many areas were covered. Such areas were covered as the teacher aide image, legal and ethical responsibilities of aides, the use of aides, health and safety tips for aides, and many other pertinent subjects.

We had three local workshops during September, November, and December, beginning the first of each month. One was held at Espanola. Many pertinent topics were covered in that curriculum. At all times we tried to effect staff utilization. We tried to use the staff from all the schools that participated and, in addition, we also tried to use State Department of Education personnel.